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ABSTRACT

This document consists of three books in one. The first book is a reproducible book for students titled "Tiggy and Me and Butterfly, Too!" about traveling around the world. The second book, for the teacher, includes a guide to teaching the student's book and a comprehensive whole language, multicultural, multidisciplinary resource book. The third book contains over 55 cross-curriculum activity blacklines and 40 Spanish and Japanese student's poetry translations. In the student's book, a little boy and his pet cat travel from the sea floor to the moon. The emphasis is on exploring the earth, its land, and its people. The story is told in rhyme, is open-ended, and has a lesson about getting home on time. At the end of the 25 lessons the students, with the teacher's help, have made their own copy of the book using the reproducible illustrations and poetry text. This student's copy also can contain the teacher-directed daily writing in each child's "captain's log" about the places and countries visited. The students receive an illustration and a poem from the reproducible book for each lesson. When the 20 poems are concluded each child binds the colored illustrations, poems, writing, and activity sheets to create a new book. For the teacher, this resource book has been constructed with the 20 reproducible story illustrations and poems with their Spanish and Japanese translations, a 25-day lesson plan guide, 15 daily teaching activities, 55 possible cross-curriculum reproducible activities, and multicultural materials lists. (DK)

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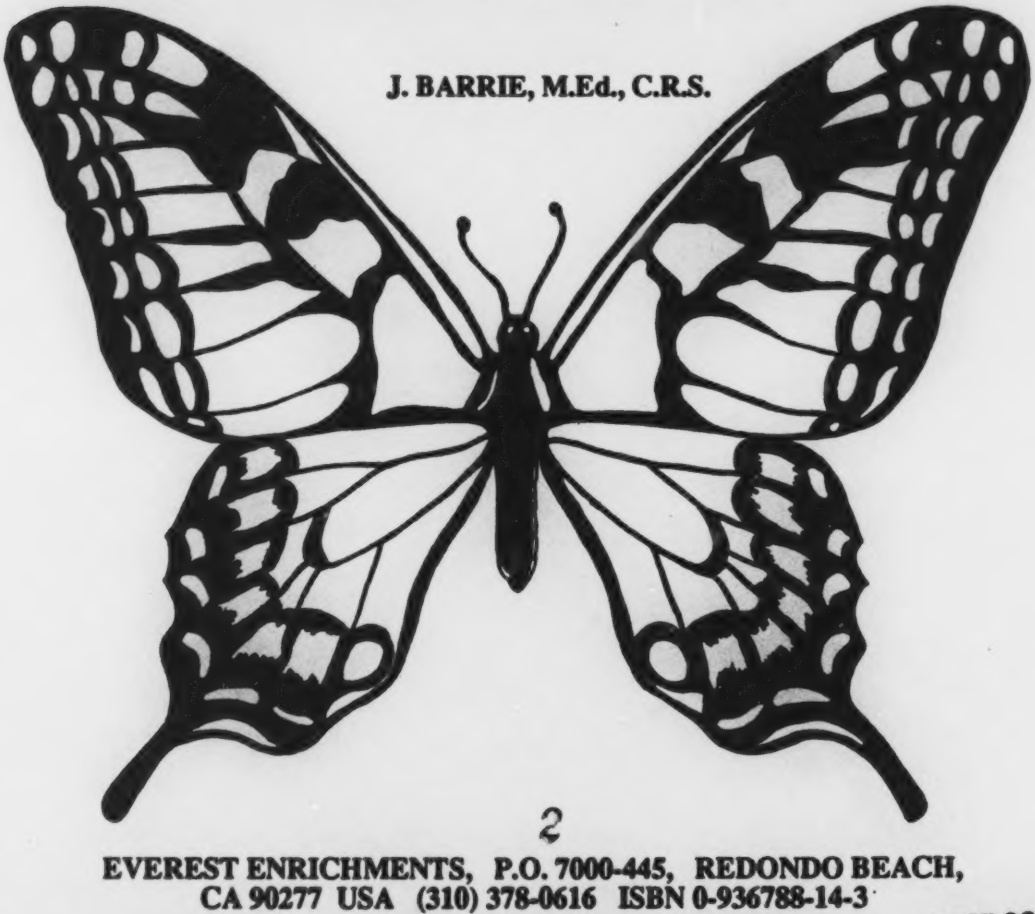
- **MULTICULTURAL, MULTIDISCIPLINARY RESOURCE GUIDE**
- **55 OTHER CROSS-CURRICULUM ACTIVITY BLACKLINES**

J. BARRIE, M.Ed., C.R.S.



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INTRODUCTION

Dear Reader,

TIGGY, PRIMARY ACADEMICS is three books in one. The first book is a reproducible book for the students titled *Tiggy and Me and Butterfly, Too!* about traveling around the world. The second is for the teacher and includes a guide to teaching the student's book and a comprehensive whole language, multicultural, multidisciplinary resource book. The third book contains over 55 cross-curriculum activity blacklines and the forty Spanish and Japanese student's poetry translations.

In the student's book *Tiggy and Me and Butterfly, Too!* or *Tiggy,* for short, a little boy and his pet tiger cat, Tiggy, travel about from the sea floor to the moon above. The emphasis is on exploring the earth, its land and its people. The story is told in rhyme, is open-ended and has a lesson about getting home on time. At the end of the twenty-five lessons the students, with the teacher's help, have made their own copy of *Tiggy and Me and Butterfly, Too!* using the reproducible illustrations and poetry text. This student's copy can also contain the teacher-directed daily writing in each child's "Captain's Log" about the places and countries visited. This writing might include a literal account, description, news report, imaginary rewrite, a letter back home, a student's feelings, a similar happening, a child's explanation of the poem, or some type of extended or cross-curriculum activity.

The students receive an illustration and a poem from the reproducible book *Tiggy and Me and Butterfly, Too!* for each lesson. Also, the teacher selects a form for the children's Captain's Log which will contain writing about the place visited in the lesson's poem and illustration. The form of the Captain's Log is a matter of choice. When the twenty poems are concluded each child will bind their colored illustrations, poems, writing and activity sheets to create a new book. Easy and inexpensive covers and bindings are suggested. Scheduling is flexible.

Tiggy, of course, has come to take the children on a trip so that they may learn about the wonders of life, the gifts of this earth and the peoples and places we share. For the teacher, a resource book has been constructed with the 20 reproducible story illustrations and poems with their Spanish and Japanese translations, a 25-day lesson plan guide, 15 daily teaching activities, 55 possible cross-curriculum reproducible activities and multicultural materials lists. The program has overviews, outlines, fact lists, examples, reminders and tips for primary academics, organization, preparation and products in a whole language multicultural environment.

BON VOYAGE!

Author and the English - J. Barrie; the Spanish - Tricia Blanco, Edgar Olmedo and edited by Lourdes de la Cal; the Japanese - Noriko Kanda, Shigeko Murata, Harumi Thatcher, Izumi Terao and edited by Louise Shimizu.

"TIGGY text and guide is a very complete and comprehensive instructional tool. The activities included represent a wealth of knowledge and concepts..."

Dr. Candace Poindexter
Director, Reading Center
Loyola Marymount University
Los Angeles, California

"Your book TIGGY and ME and BUTTERFLY, TOO! is a lyrical romp of a child accompanied by a pet tiger cat through a world filled with scents and sights of faraway, barely perceived places. The author-teacher J. Barrie knows the heart of the child reader and shares an exotic world with him or her."

Norma Wilson, Ph.D.
Curriculum Consultant
Torrance Unified School District
Torrance, California

"TIGGY is a great tool for an integrated curriculum. Using it as a language program also covered subjects such as geography, music, art, and social studies."

Mrs. Amy Meckfessel
UCLA Graduate
First/second grade combination
York School
Hawthorne, California

"Students motivation was high, imagination stirred. Creativity grew. We ate octopus, coconuts, spaghetti and hot curry."

Mike Ibanez
Principal
St. Alphonsus, CA

"More than just a book! TIGGY takes your child and YOU into the wisdom of dreams and joy. It is but for you to allow TIGGY into your hears. I highly recommend and hope that you do just that!"

J.E. Sparks, former Reading Consultant
Beverly Hills School District, CA
President, Communications Associates
Century City, CA

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TRANSLATIONS

The Spanish translations are by Tricia Blanco and edited by Lourdes de la Cal and Edgar Olmedo. The Japanese translations are by Noriko Kanda, Shigeko Murata, Harumi Thatcher, Izumi Terao and edited by Louise Shimizu. The translations are of the students' poetry text from *Tiggy and Me and Butterfly, Too!*, only.

ACKNOWLEDGMENTS

I would like to acknowledge thanks for many of the fine clip art works to Dover Publications, NY. I would, also, like to acknowledge Leo Kellis for his many patient hours in helping me learn to write music and for his fine music engraving skills.

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1-310-378-0616
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**Dedicated to those who give their lives to create peace on earth.*

---

* "All psychological development may be described as a progressive loss of egocentrism and an increase in ability to take wider and more complex perspectives." Johnson, Johnson & Johnson, *Circles of Learning*, Interaction Book Co., MN 1986, p.16.

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& Butterfly
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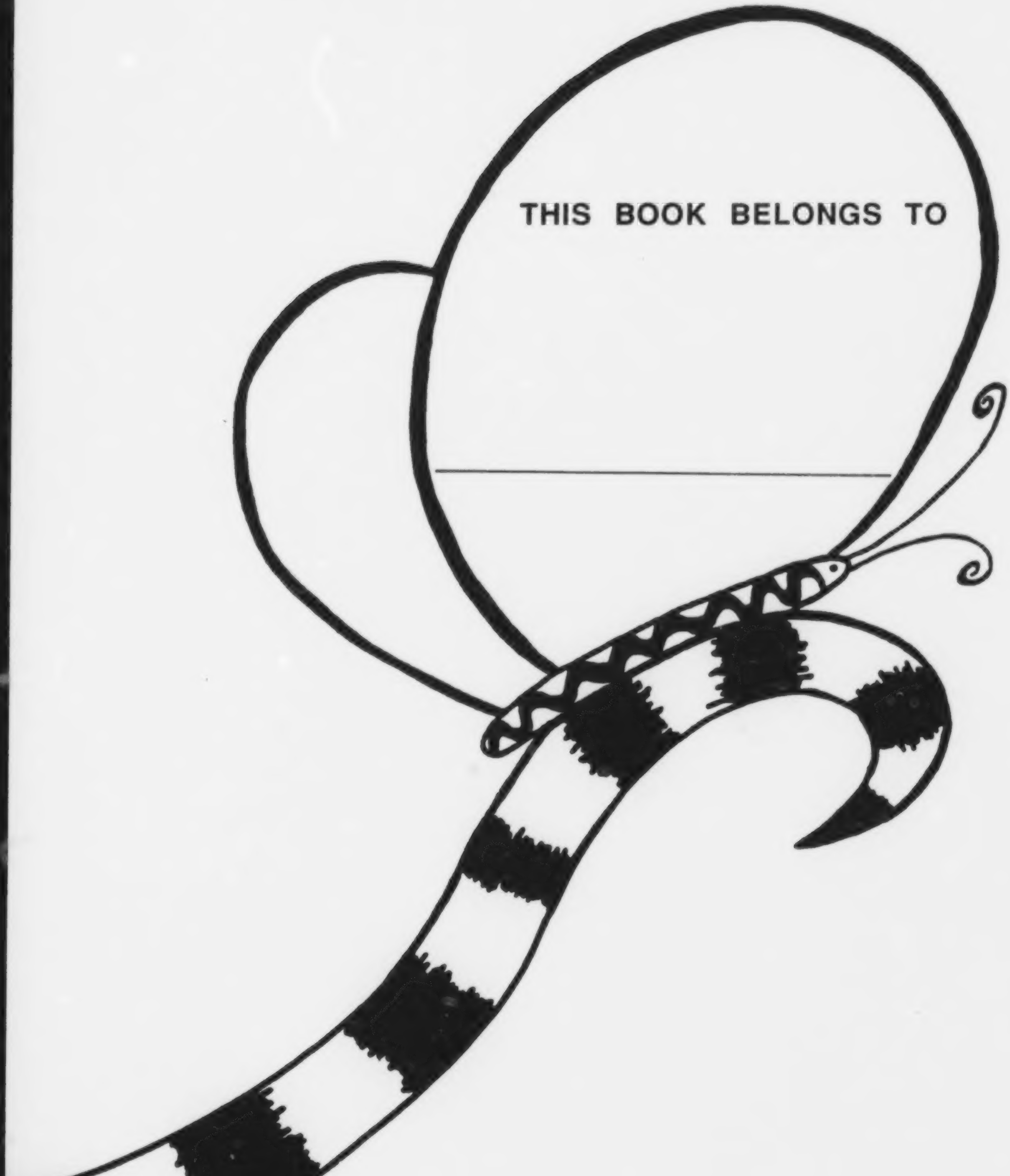
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J. BARRIE

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37 FOUR FLEAS THAT FLEW
39 BUTTERFLY SPREE

FOR ALL MY DARLING CHILDREN ...

LOVE,

YOUR TEACHER

J. BARRIE

WHALE OF A WHALE

Oh, a whale of a whale
With a whale of a tale,
Singing ...
"HI DIDDLY HO! DIDDLY HEE!"

We'll sail through the sea
My brave Tiggy and me,
Singing ...
"Hi DIDDLY HO! DIDDLY HEE!"

Oh, we'll see what's to see
'Cus the whole world's free,
Singing ...
"HI DIDDLY HO! DIDDLY HEE!"

But back home by three,
My brave Tiggy and me,
Singing ...
"HI DIDDLY HO! DIDDLY HEE!"

COCONUT NUTS

We sighted some islands
While sailing our seas,
Mysterious old islands
Volcanoes and trees.

Now up the high palm trees
For coconut nuts,
Some coconut nuts
With milk that is free!

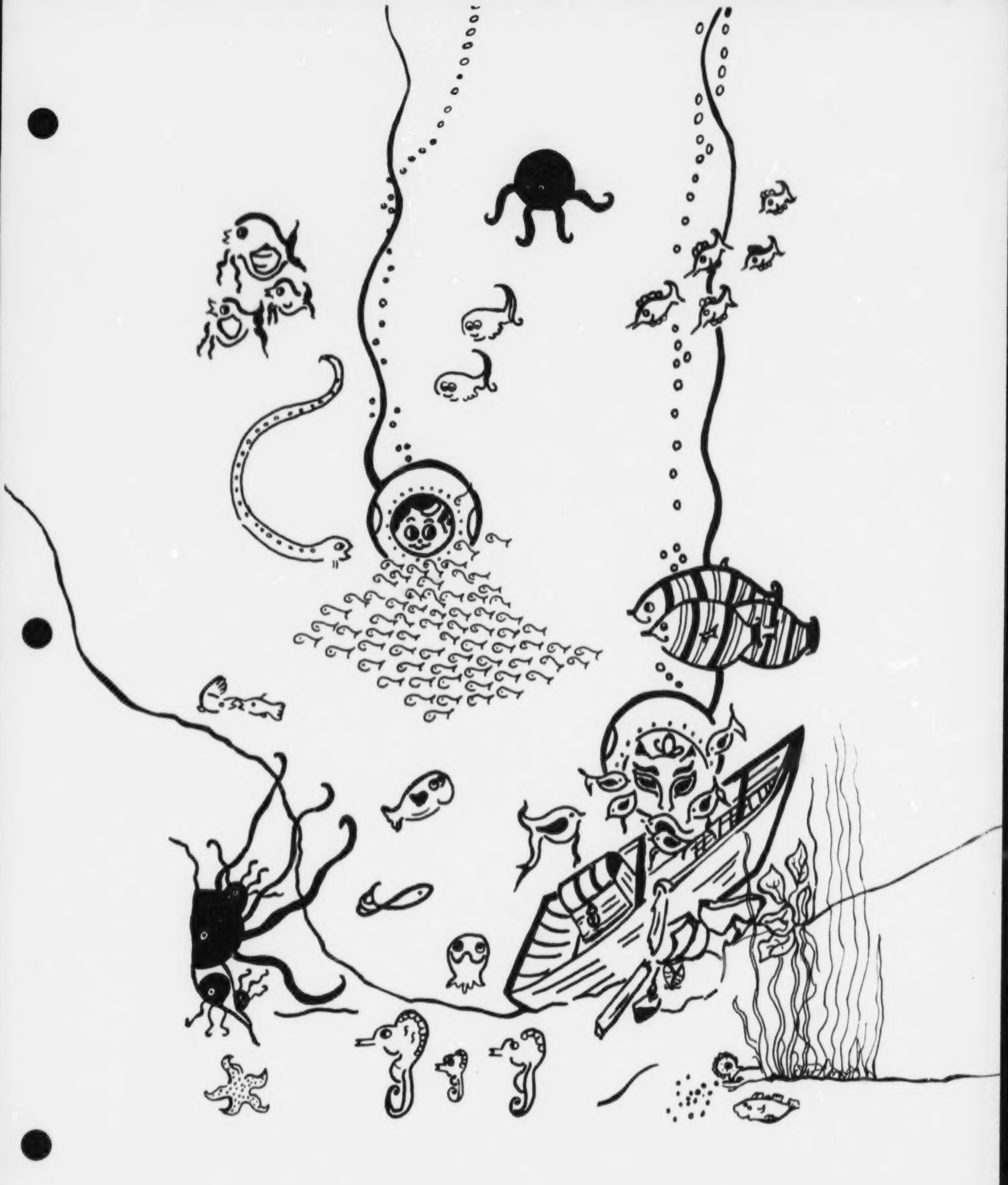
Go Tiggy, climb Tiggy,
Climb them for me,
Oh, go Tiggy, climb Tiggy,
Bring nuts to me!

OCTOPUS PIE

Oh me-oh, oh my-oh,
A fishy we spy-oh,
Octopie, octopie,
Octopus pie-oh!

Five fathoms deep
An aquarium fleet,
Sea horsey, sea horsey,
Sea horsey leap!

Oh, I want a pearl,
A pearl to keep,
'Cus I dove down,
Way down in the deep!



CHOPSTICKS FOR THREE

In the orient we see
A pink peach blossom tree,

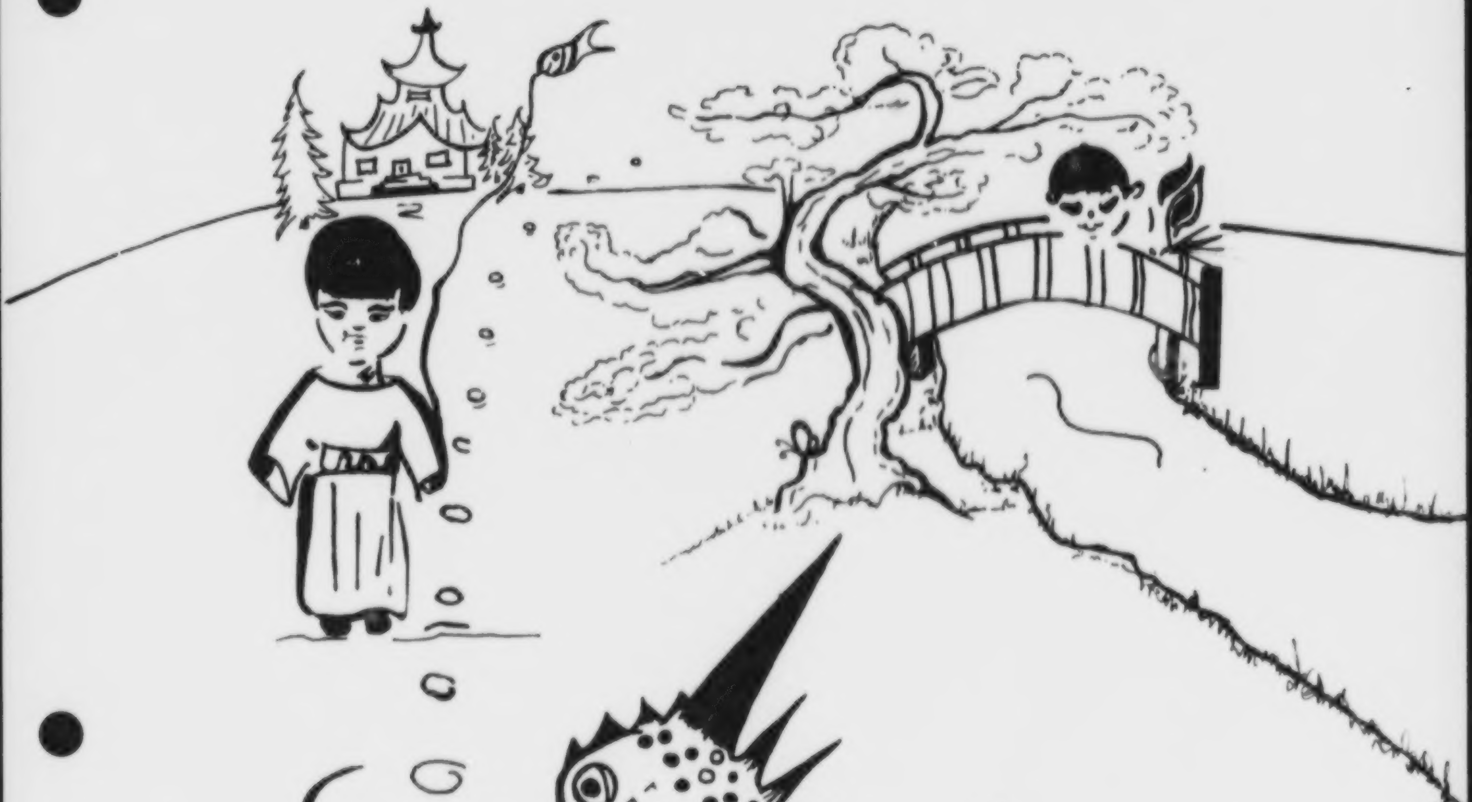
A fish that will fly
Clear up to the sky,

Pagodas and sampans
With chopsticks and fans,

The Yangtze, a river,
Hot chow mein delivered.

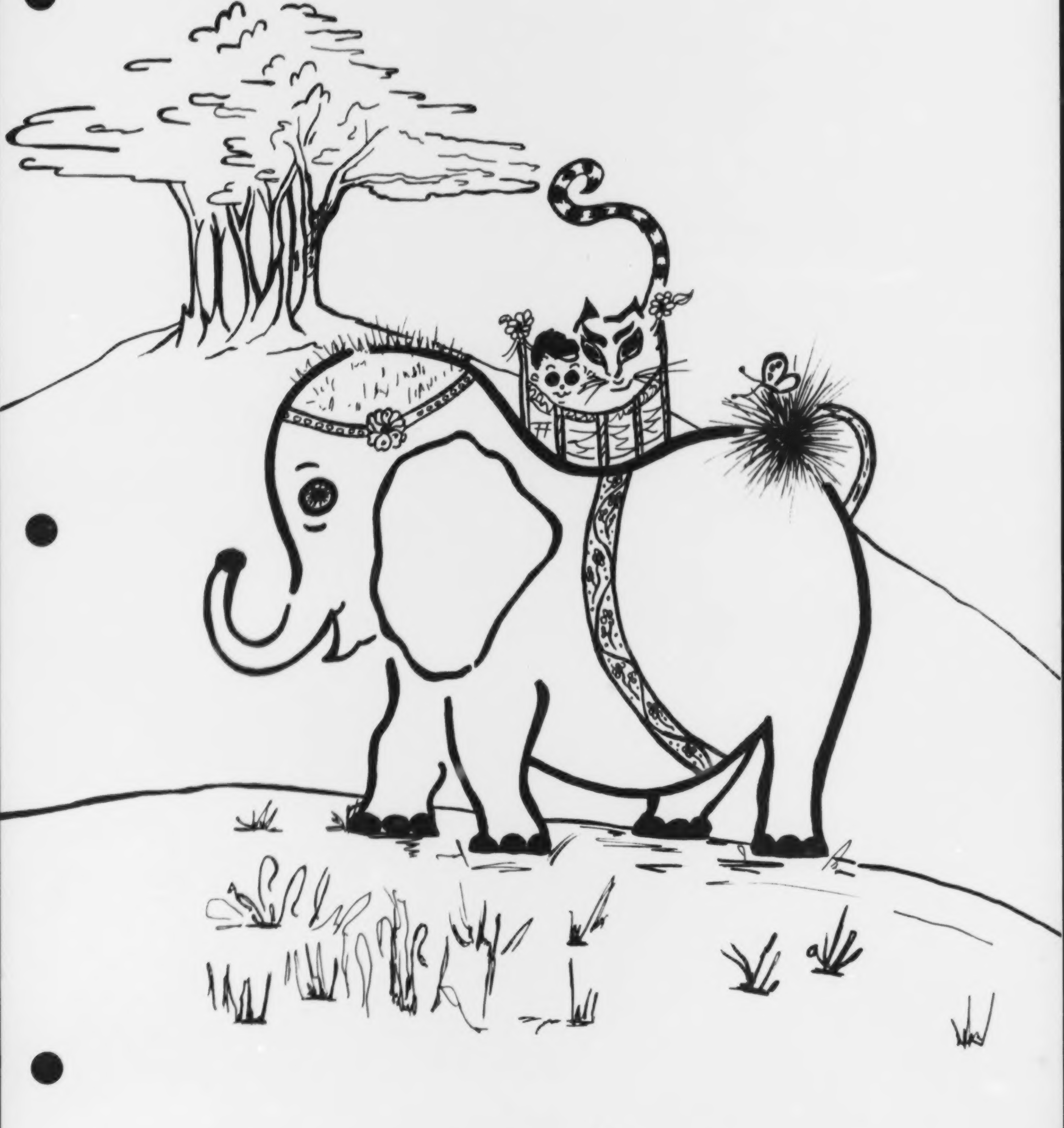
Now, if you don't mind
Play chopsticks for three,

Then sing Cantonese
So my dragon will sneeze.



ELEPHANTS, INDIANS, TIGERS AND BELLS

Elephants, Indians,
Tigers and bells,
Incense and ivory
Everything sells,
In the market
Of Kashmir
In old Pakistani,
Aladdin's lamp
An ancient stamp.
I bought me a crystal,
A crystal ball,
Now I'm off to see
The Taj Mahal!



A PENGUIN I SPY

A penguin I spy
Although he's not I,

He's dressed in his best,
A tuxedo and vest.

We're sailing the blue
On an iceberg that's true,

We're sailing the blue
So penguins adieu!

Adieu! Adieu!

Adieu! Adieu!

A
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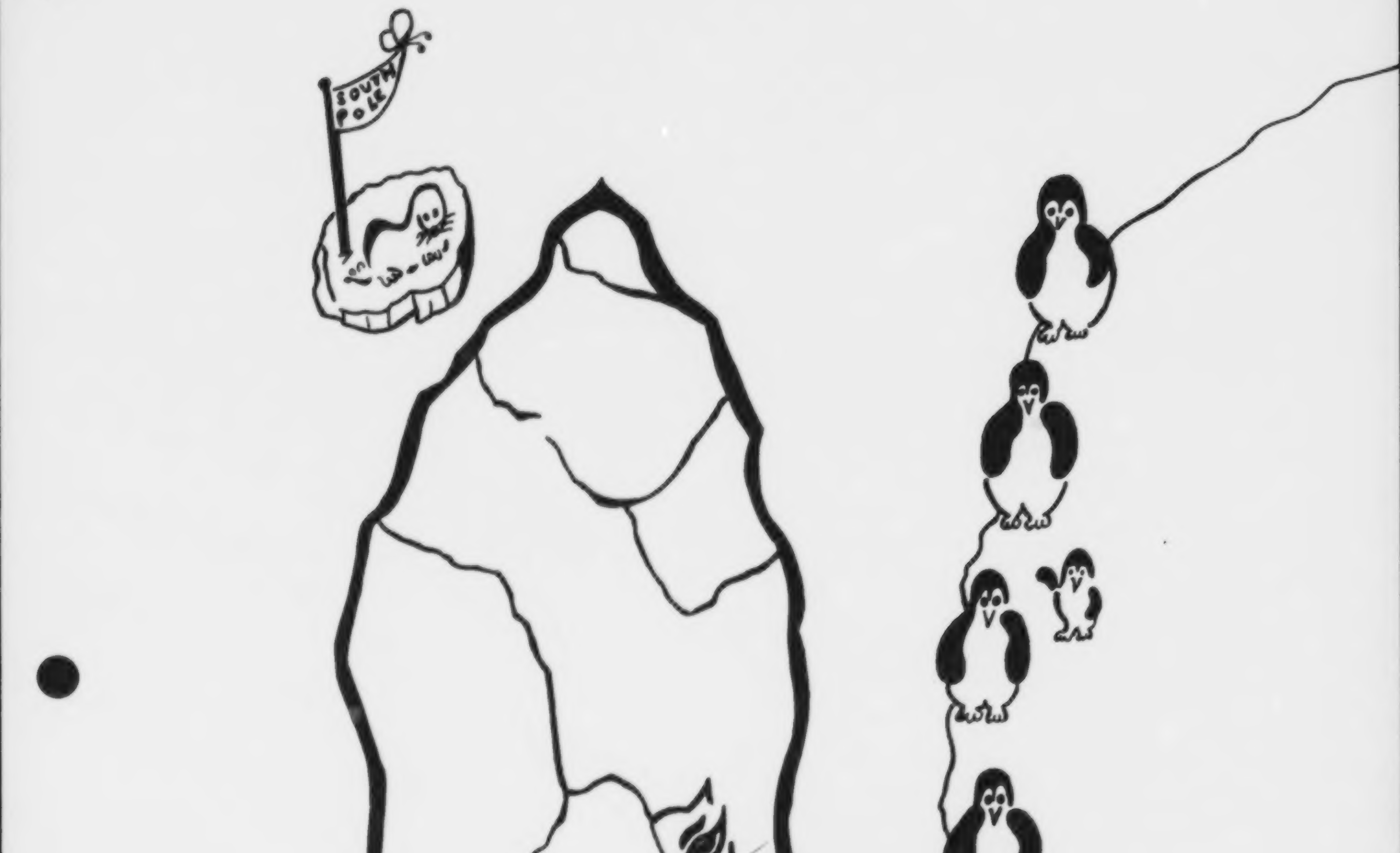
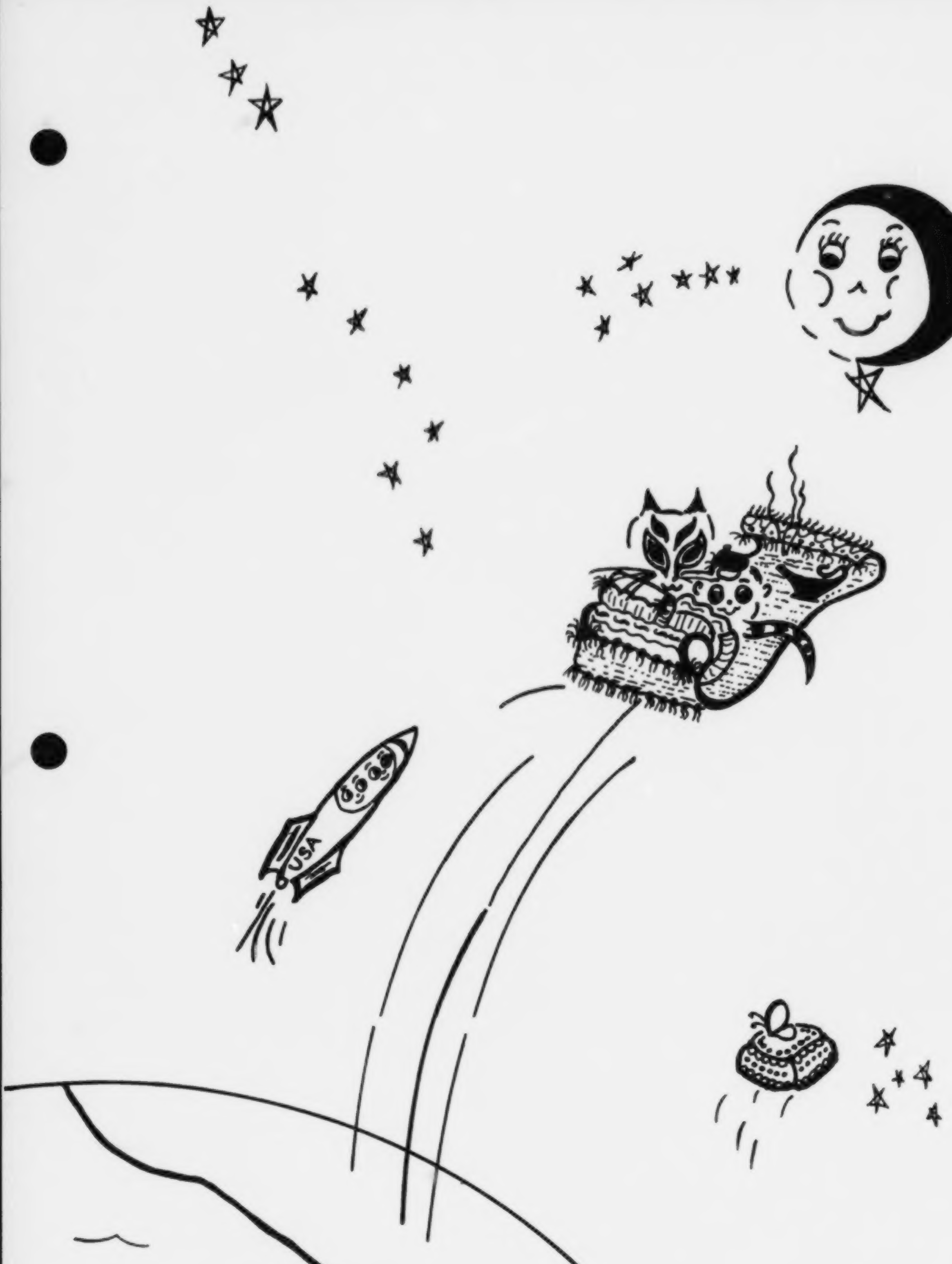

SOUTH POLE

MAN IN THE MOON'S TUNE

Giddy-up, giddy-up,
Good-bye, good-bye,
I have a magic blanket
So I'll ride in the sky.

The man in the moon
Has a brand new tune,
He'll sing it tonight
When the stars shine bright,

I'll sing it tomorrow
While taking a shower,
Yes, I'll sing it tomorrow,
You want it to borrow?

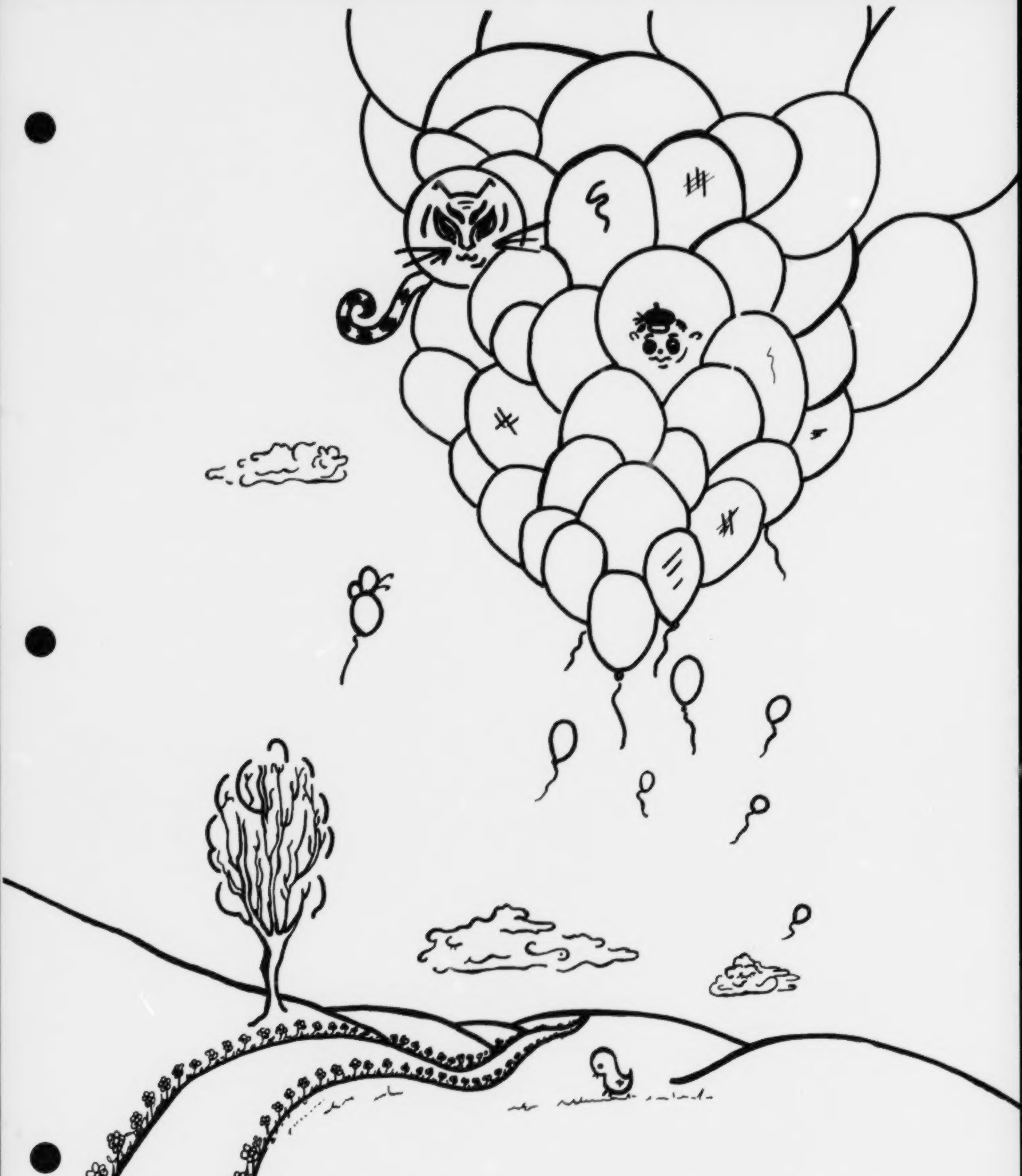

USA

GREEN BALLOONS, FLYING BABOONS

Red, yellow, green balloons,
Silly monkeys, flying baboons,
See them all if you try,
Laughing, dancing in the sky.

All the clouds take any shape,
Any shape you want to make,
And YOU and I and TIGGY, too,
Can do the things we want to do,

'Cus all you gotta do is dream,
Then you can do just ANYTHING!
Yes, Tiggy takes us anywhere,
Anywhere your dreams will dare.



A SPHINX WITH A WINKS

Now a sphinx

With a winks

Makes me thinks

Of you,

But toodle-oo,

Toodle-oo,

I do have things to do,

'Cus there's oodles to see

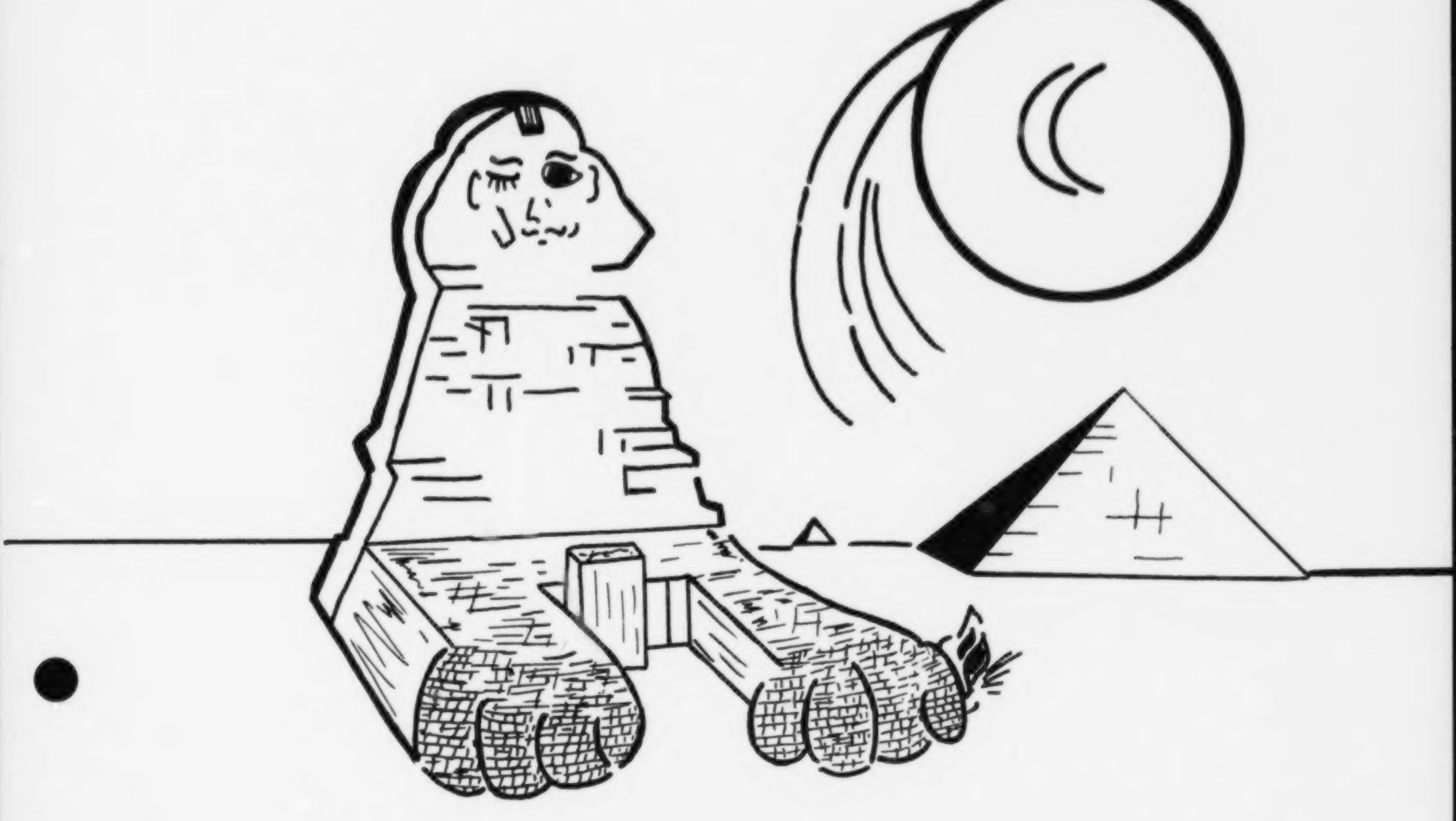
And oodles to be,

But Mother said,

WE GOTTA BE

BACK HOME

BY THREE!!



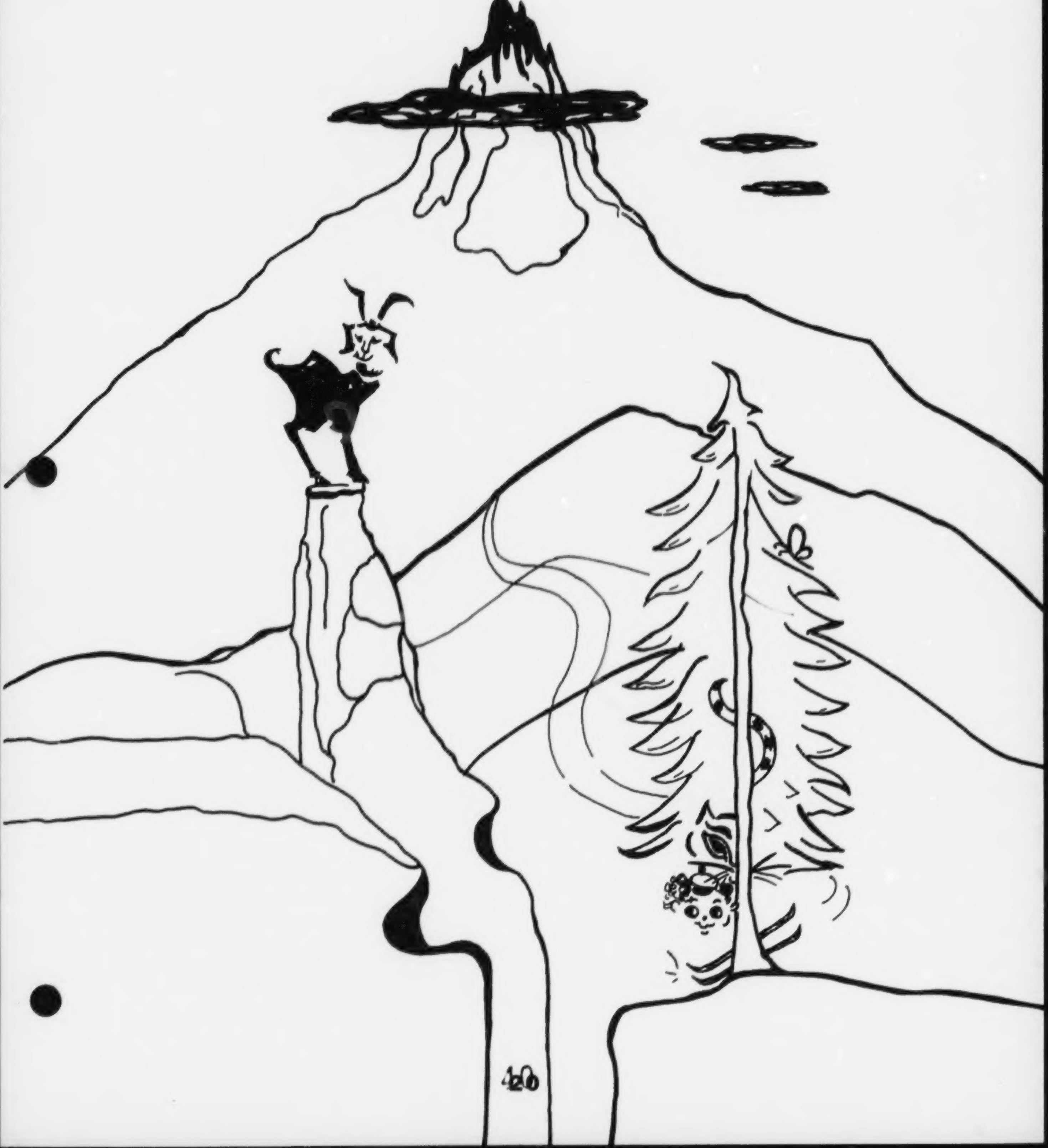
YODEL-LY WHO!

Now what's a goat
Supposed to do
Up in the Alps sky high?

I know he'll do
What I would do,
Be KING of the mountain, too!

KING of the mountain,
KING of the mountain,
KING of the mountain too!

KING of the mountain,
KING of the mountain,
With a YODEL-LY WHO
WHO WHOOOOOOOOOO!



MONKEYS BY TWO

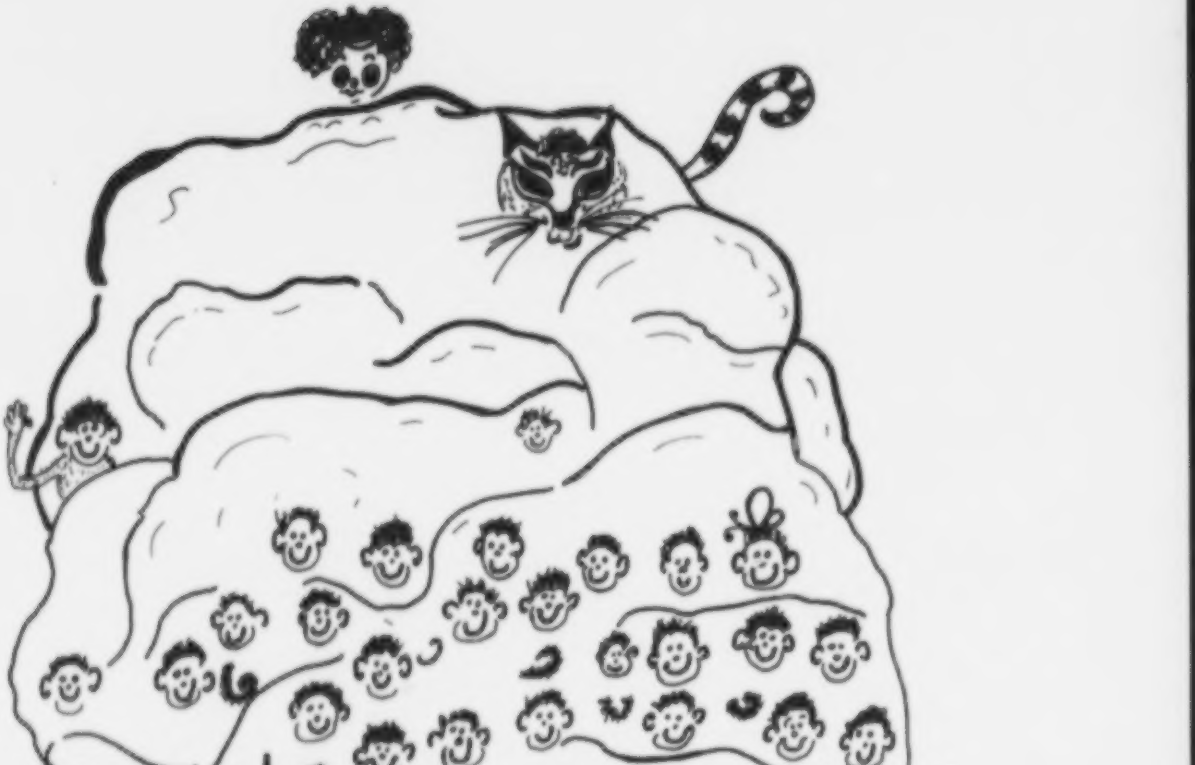
See monkeys, hear monkeys,
Speak monkeys
Do!

Tree-swinging, tail-swinging,
Night-swinging
Too!

Find nanas, pick nanas,
Eat nanas
Do!

See monkeys, take monkeys
Back home by
Twos!

41

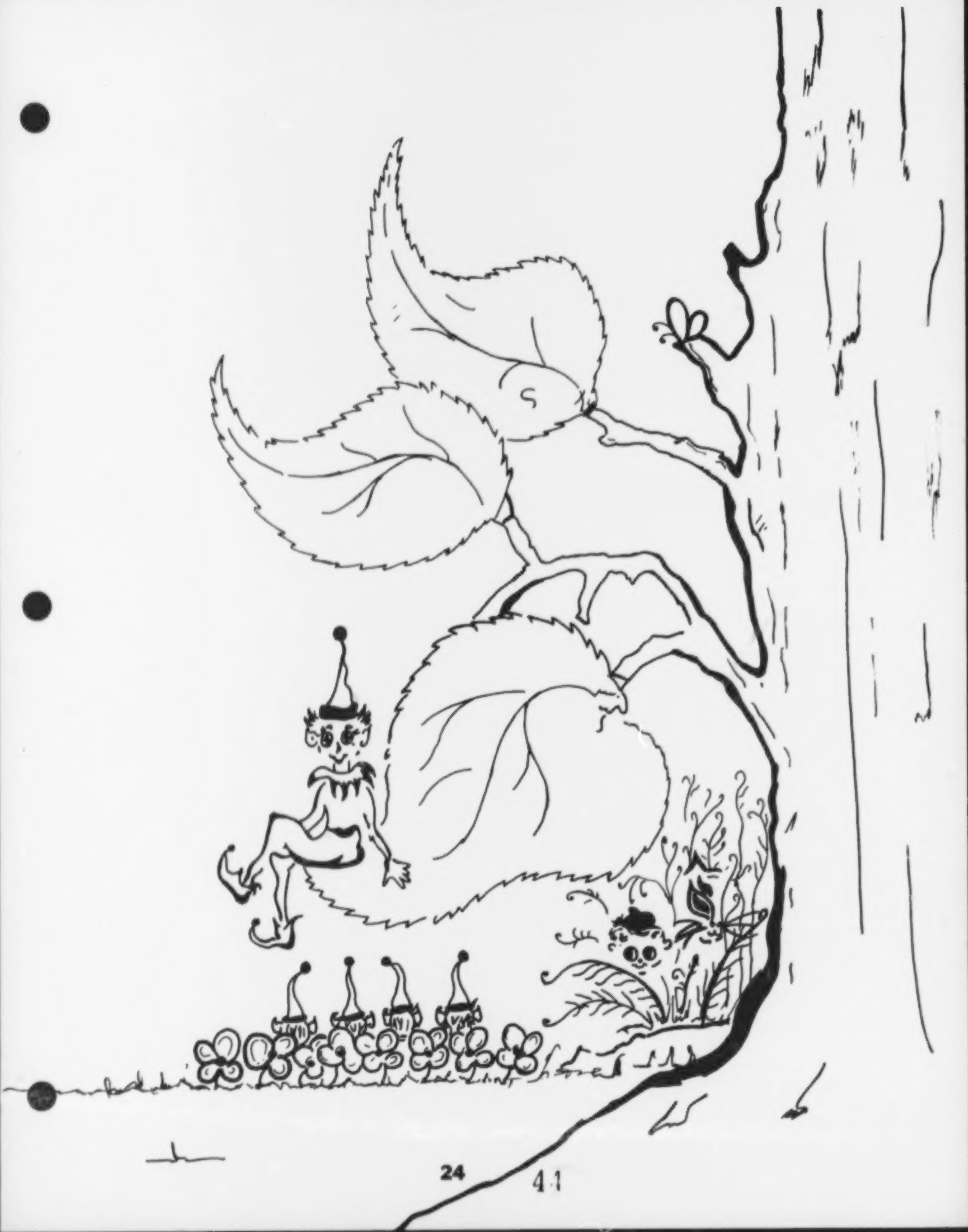


KELLY GREEN HAIR

Now a little wee elf
He's dressed in green,
Yes! Yes! that's the way
He's always seen.

It's a secret it's said
On honey they're fed,
It's a secret it's said
That they NEVER wear red.

But if over you turn,
A clover you'll learn,
You'll find one there
With Kelly Green Hair!



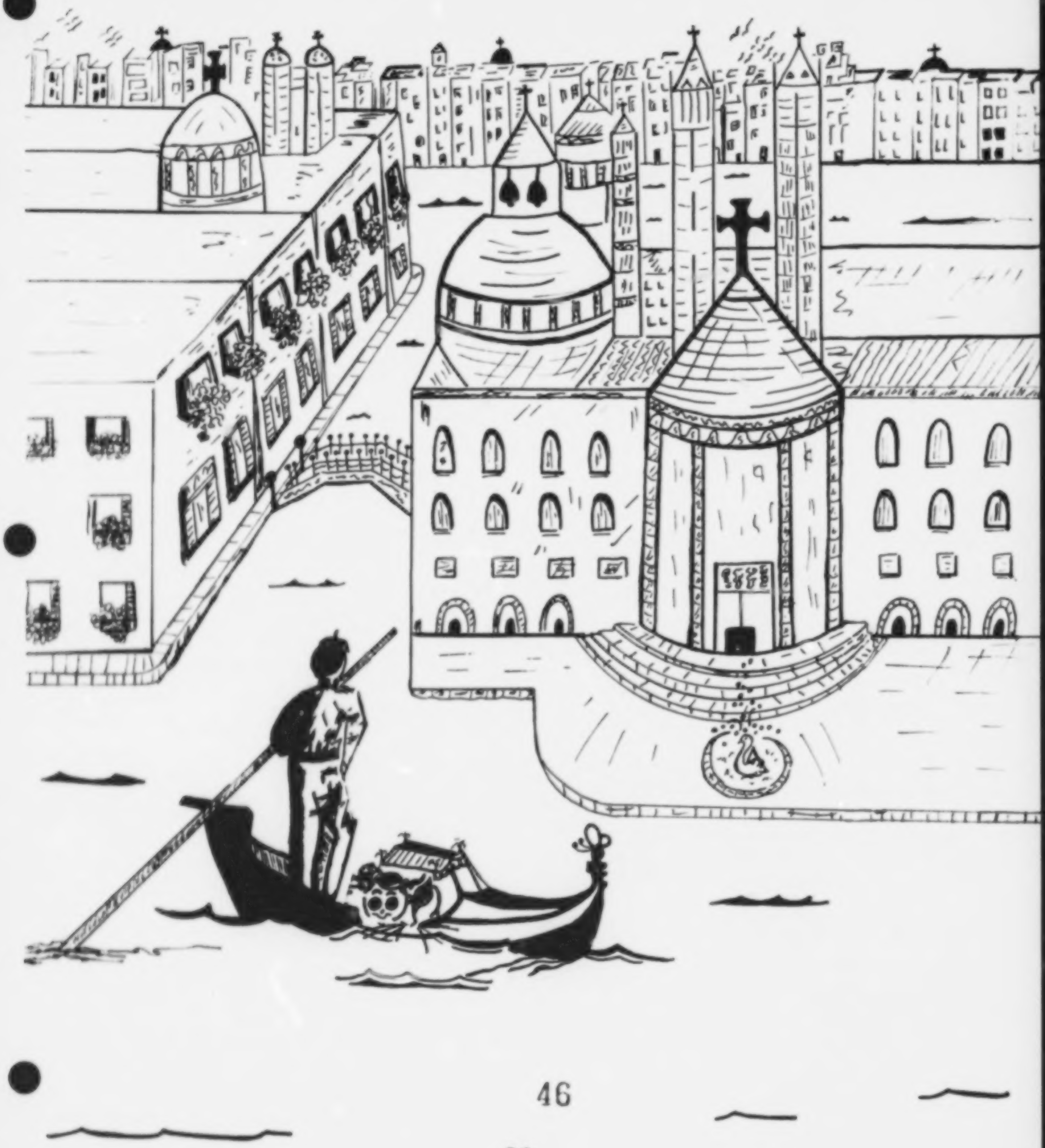
SPAGHETTI, MACARONI

Spaghetti, macaroni,
Minestrone sans baloney,
In Venice it's true
All your dreams come to you.

Spaghetti, macaroni,
Minestrone sans baloney,
All your dreams come true,
Any dream just for you.

Spaghetti, macaroni,
Minestrone sans baloney,
Yes, your dreams come true,
They just sing them to you!

Spaghetti, macaroni,
TONY'S hot minestrone,
Oh that, says Tiggy,
Is just plain BALONEY!



MUSIC IS COMING FROM RUSSIA WITH LOVE

Music is coming
From Russia with love,
Great lovely waltzes
Ballerinas as doves,
Nutcracker soldiers
And Snow Queens above,
Oh, music is coming
From Russia with love!

S. RACHMANINOFF
A.S.
'90

A VISIT TO CHINA

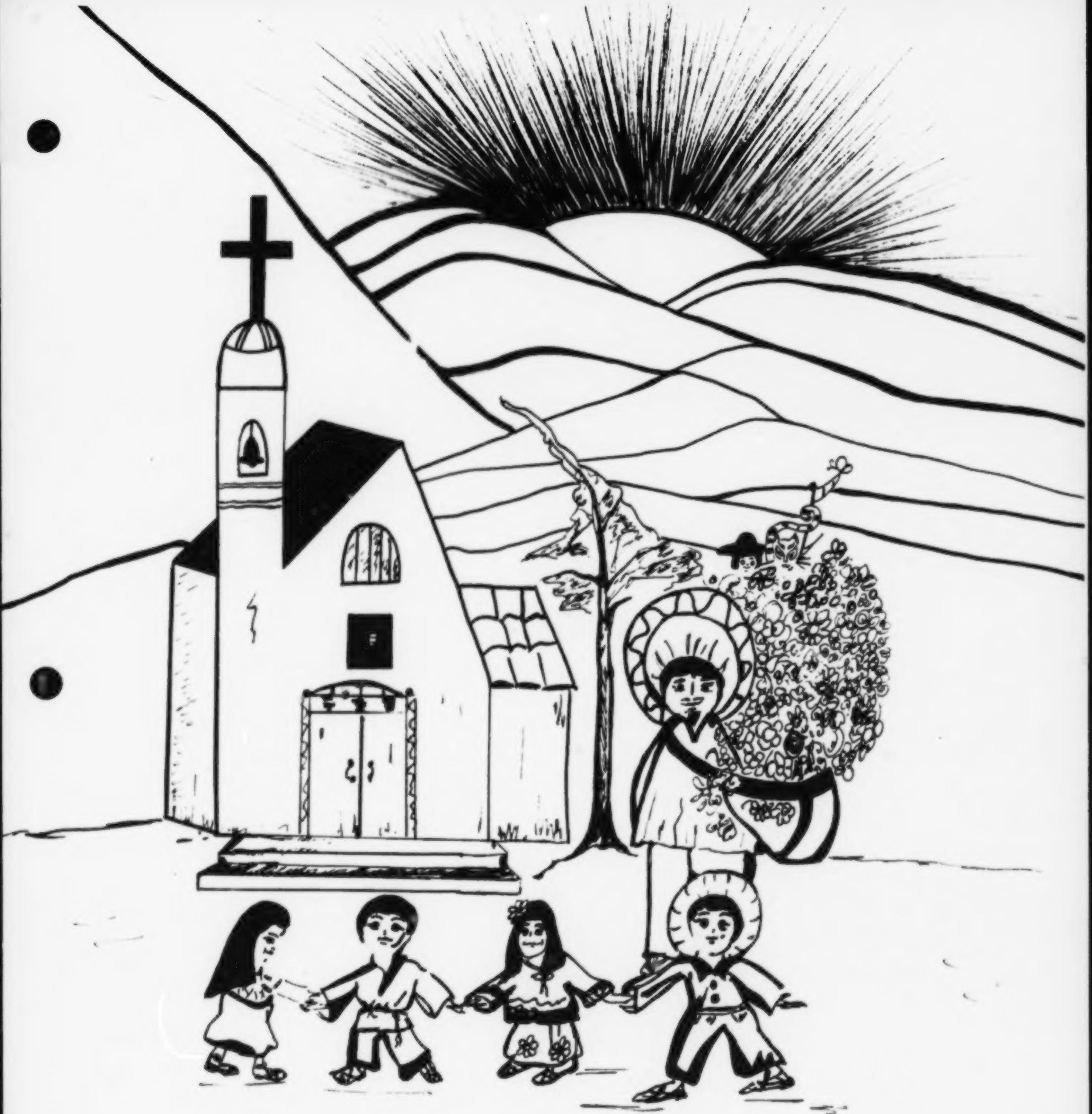
A visit to China
And pandas named Ming Ling,
A visit to China
They speak like they sing-sing,
And Ming Lings will bring things,
But mostly bamboo,
Bamboo is to pandas
What candy's to you!

SI, SI LITTLE NIÑOS

Sí, sí little niños
Your eyes are so round,
Like the flowers so pretty
That grow in your ground.

Sí, sí little niños
Your love is so strong,
Like the backs of your fathers
Who work all year long.

Sí, sí little niños
You're as wise as your kin,
For you sing in the sunshine
And dance in the wind.



PEACE PIPES AND PEARLS

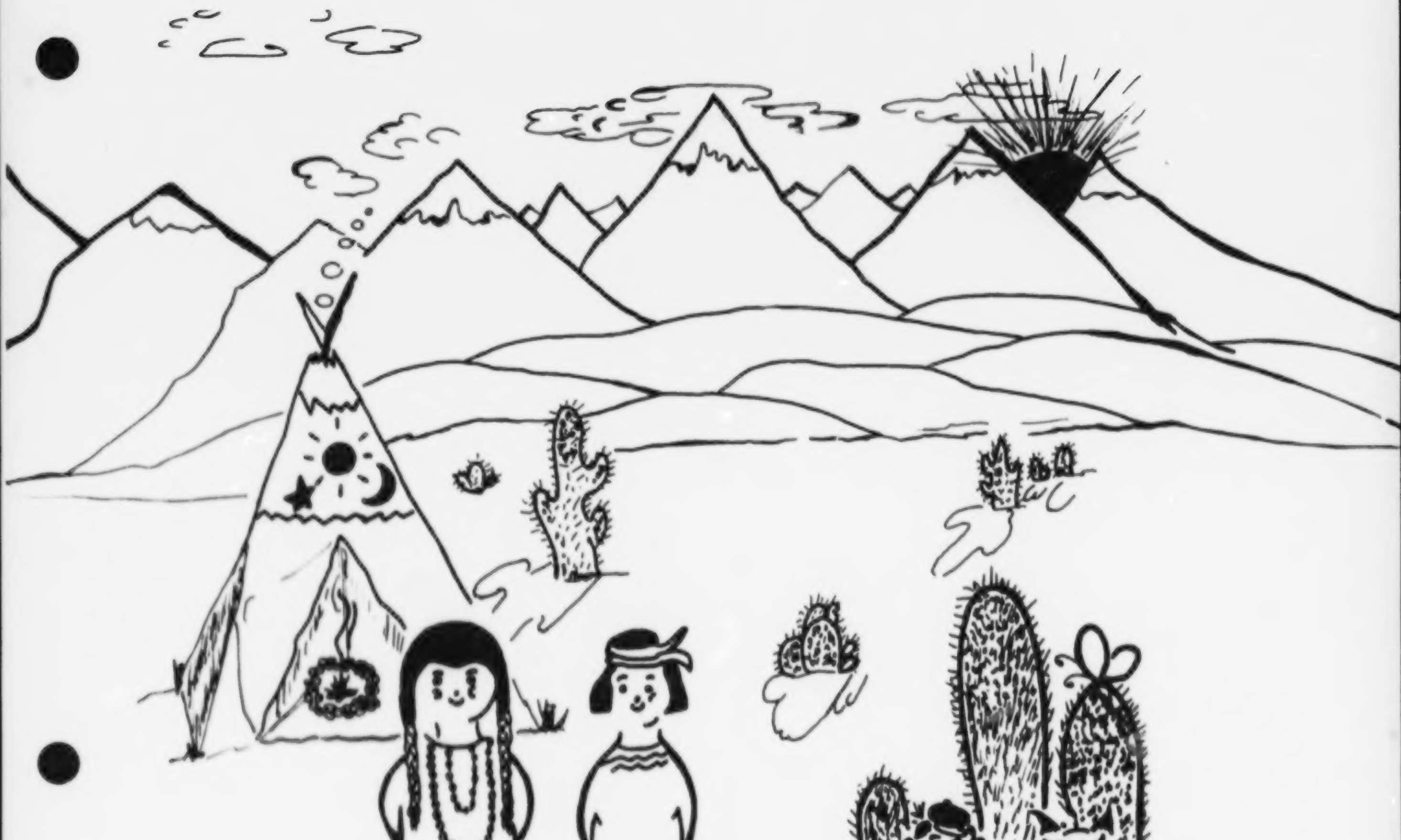
Indian, Indian,
Indian beads!
I'll give you my buffalo
For ten of your beads.

They're turquoise, turquoise,
Turquoise beads!
I'll give you my buffalo
For five of your beads.

Wigwams and wampum,
Peace pipes and pearls,
Prayer chants and feathers,
Smoke signal curls.

BUT ...

Turquoise, turquoise,
Turquoise beads!
I'll give you my buffalo
For just ONE of your beads!

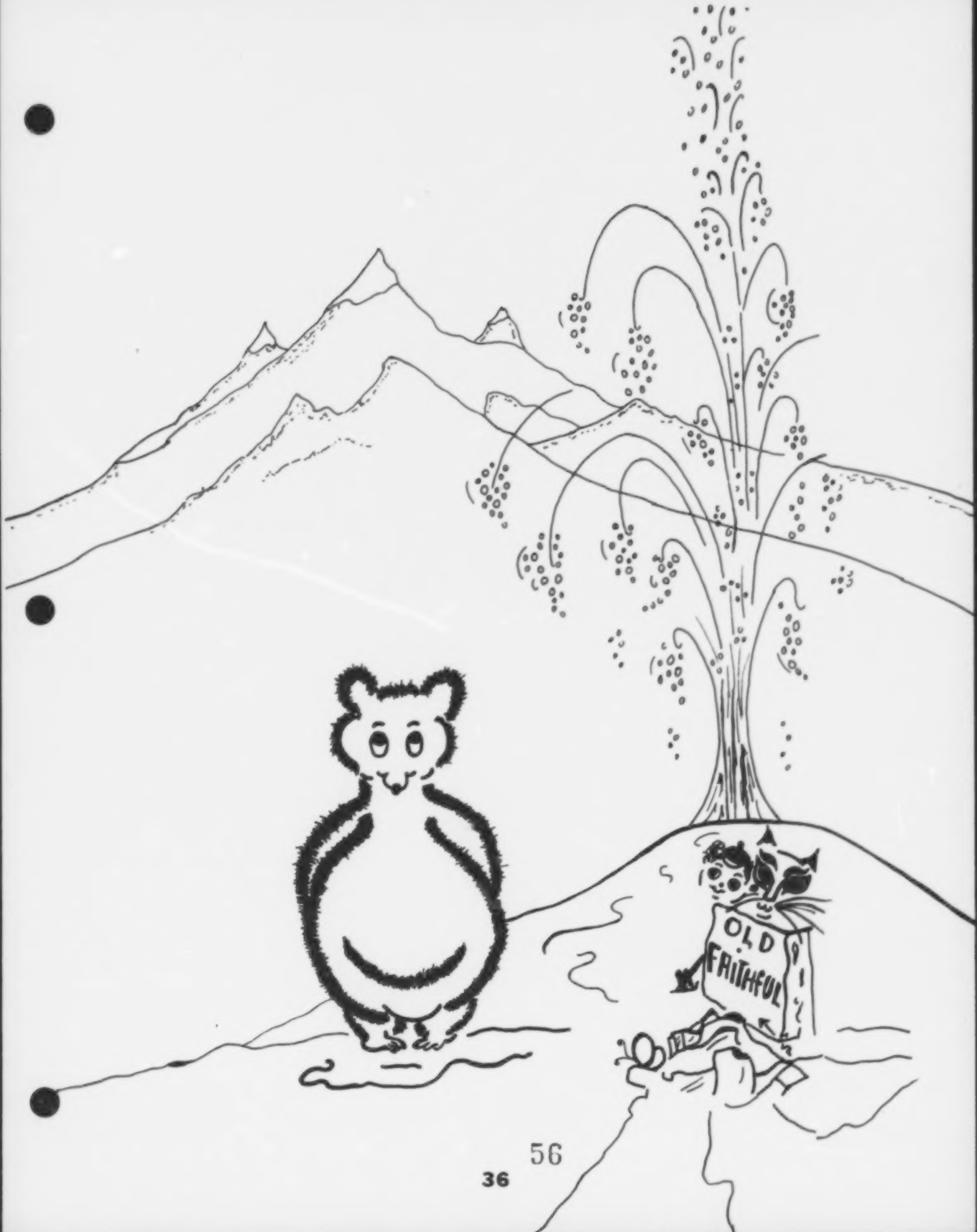


A BEAR WITH NO HAIR

Now a bear with no hair
Is no bear at all,
But the bear that I saw
His hair he had all.

Oh this bear
Whistled ballads
Of Pioneer Jack,
Jack crossed the mountains
But never came back!

Oh, Pioneer Jack,
Old Pioneer Jack,
Sure enough it's a fact
You had better come back!


OLD
FAITHFUL

FOUR FLEAS THAT FLEW

I made a clown laugh,
Ho! Ho! Hee! Hee!
We made that clown laugh
My Tiggy and me.

We told him the story
Of four fleas that flew,
And while they were flying
They kept crying, "Boo-hoo!"

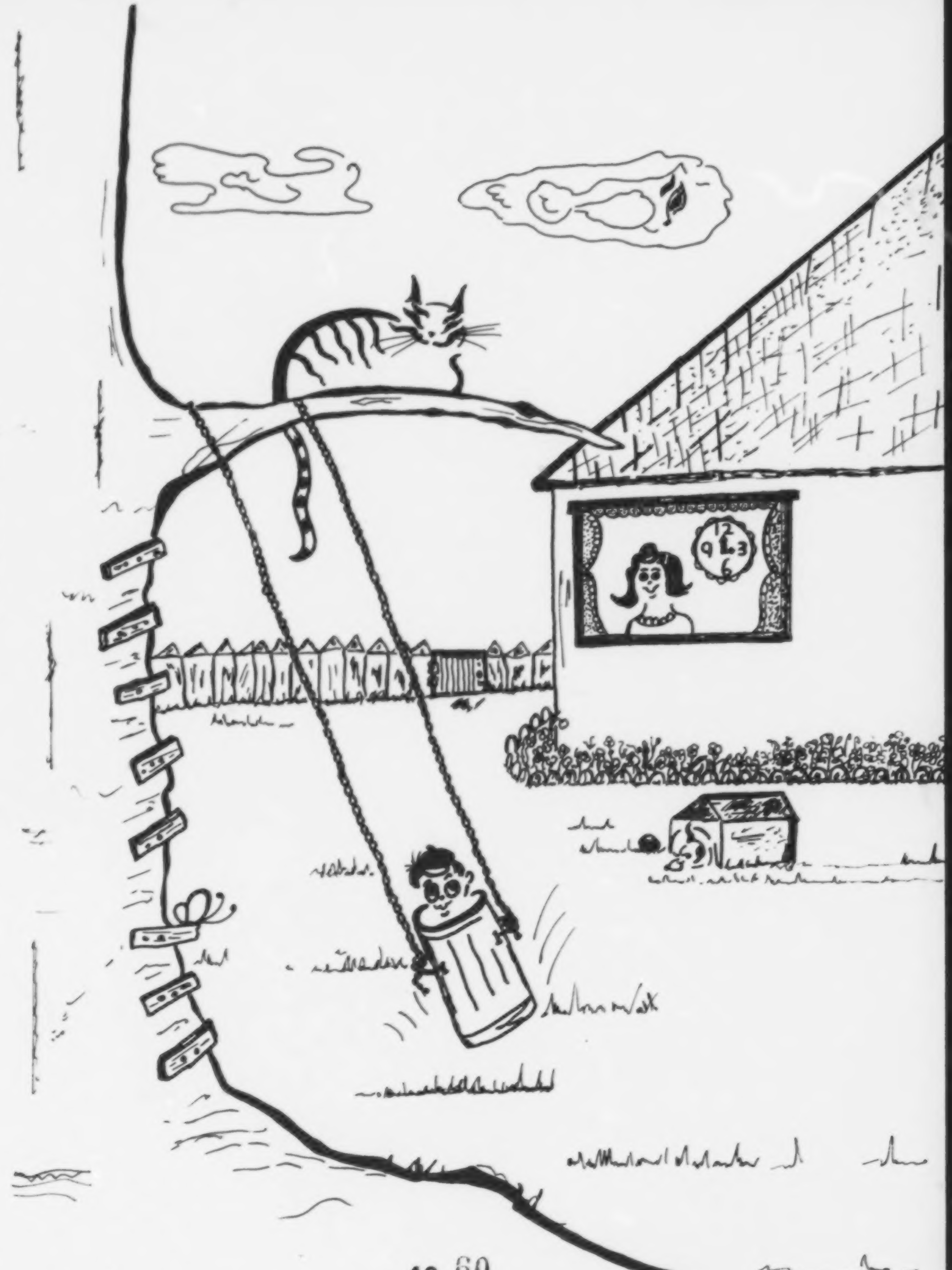
Their master they'd loved,
He was shaggy and brown,
But one day that dear dog
He was sent downtown.

So they'd lost their home,
Were left all alone,
Then, four fleas that flew
Sobbed louder, "BOO-HOO!!

There is nothing, you know,
We poor fleas could do,
'Cus dog got a bath
And a hot bubble SHAMPOO!"

BUTTERFLY SPREE

Now we've sailed through the sea
On a butterfly spree,
Seen what's to see,
Got our world for free,
Yet we made it back home
Exactly at three,
So I'll sing as I swing
Singing, "HI DIDDLY HEE,
OH, A HI DIDDLY HO,
AND A HI DIDDLY HEE,
YES, A HI DIDDLY HEE
FOR BRAVE TIGGY AND ME!"


12
9
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SECTION II TEACHER'S GUIDE RESOURCE AND REFERENCES

SECTION II
Part I

TEACHER'S GUIDE, LESSON PLANS AND RESOURCES

In the book ***Tiggy and Me and Butterfly, Too!*** or ***Tiggy***, for short, a little boy and his pet tiger cat, Tiggy, travel about from the sea floor to the moon above. The emphasis is on exploring the earth, its lands and its peoples. The story is told in rhyme, is open-ended and has a lesson about getting home on time. At the end of the twenty-five lessons the students, with the teacher's help, have made their own copy of ***Tiggy and Me and Butterfly, Too!*** using the reproducible illustrations and poetry text. This student's copy can also contain the teacher-directed daily writing in each child's "Captain's Log" about the places and countries visited. Easy covers and bindings are suggested.

Tiggy, of course, has come to take the children on a trip so that they may learn about the wonders of life, the gifts of this earth and the peoples and places we share. For the teacher, a resource book has been constructed with the 20 reproducible story illustrations and poems, a 25-day lesson plan guide, over 55 cross-curriculum reproducible activity sheets, and a multicultural materials' list. The program has overviews, outlines, fact lists, examples, reminders and tips for primary academics, organization, preparation and products in a whole language environment.

25-DAY LESSON PLAN

DAILY ACTIVITIES:

1. **GUIDED IMAGERY** - The teacher, using the 5 senses and details, transforms the illustration into words.
2. **VOCABULARY** - The poem's main idea & hard words are taught.
3. **THE POEM** - The teacher gives a very **"dramatic"** reading.
4. **A DISCUSSION** - The class discusses the poem & illustration.
5. **READINGS** - Children read the poem in groups & individually.
6. **COLORING** - Class uses crayons or markers to color the picture.
7. **MUSIC** - The teacher plays background music during the art period.
8. **WRITING** - The children write in their own "Captain's Log" keeping a journal about each place visited.
9. **EDITING** - Classmates or the teacher edit the logs.
10. **COOPERATIVE GROUPS** - Groups meet to edit & hear logs read.
11. **CONFERENCES** - The teacher monitors logs daily or weekly.
12. **THE SONG** - The class sings "Whale of a Whale" daily/weekly.
13. **SOCIAL STUDIES, SCIENCE** and **LANGUAGE ARTS** - Scheduled. Each poem's lesson plan covers social studies, science, language, food, spelling and social interactions, pp. 49-53.
14. **OTHER SUBJECTS** - Scheduled. See the 55 cross-curriculum blacklines, pp. 222-282. Also, see "26 Other Ways to Use Tiggy," p. 60.
15. **ORGANIZATION** - Binding & storage of daily papers ends a lesson.

TEACHER PREPARATIONS

1 Daily class materials needed: 1) copies of the **illustration**, 2) **poem** copies, 3) **writing paper** for the Captain's Log, and (4) a fastener report folder for each student or any **cover**. See #7-9 below for other binding ideas, or p. 59, (quick binding) and pp. 106-107, (purchased).

OTHER IDEAS AND TIPS

1 Make a lyrics **chart.** Use the **"JUMBO LYRICS"** made for this chart on pp. 267-270.
2 Collect cat and tiger **books** and **pictures** and **information.**

CATS - cat fact sheet p. 169

Domestic:	Persian, Manx, Siamese, Abyssinian, Russian Blue, Rex, mix
Wild:	Leopard, jaguar, cougar, lion, tiger, cheetah, lynx, ocelot, panther, margay, mountain lion, wildcat

TIGER FACTS - **The tiger is an Asiatic carnivore. It is a mammal that keeps its young by its side for two or three years. Each tiger has a genetic structure so that its facial hairs grow in an orderly, beautiful and symmetrical pattern unlike all other tigers. They are endangered with only 4,000 left. Tigers have red and black skin on the face. Vocabulary: endangered, extinct, habitat, nocturnal, nurse, predator, preserve, prey, species, stalk. (Panthera tigris).** See "Tiger Facts" p. 167.

4 **Tiggy's science, social studies** and **language arts** lessons are listed in the section, "Lesson Plan by Poem and Illustration" p. 49. Select your books and page numbers for tangent social studies and science lessons. Also, **realia** are suggested. (Realia are educational models.)

5 Ideas for **spelling and writing words, food treats and social interaction** activities are in the section under the same name p. 52. Decide what you want to use.

6 Each poem creates a picture. Keep the following six words handy for your poetry period.

1 rhythm
2 picture
3 rhyme
4 imagination
5 feeling
6 pattern

7 Decide on your **binding.** If you use (1) report folders or (2) three-hole notebooks or (3) paper fasteners use:

A **PUNCHED** copier paper for the illustrations and the poems.
B For the log use: **3-hole lined** notebook paper, primary paper cut short and 3-hole punched, composition or custom paper as on pp. 274-5. Punch BEFORE copying.

8 If you use **UN-punched** paper plan to make your books by stapling the illustrations and text together on their left side. For the **Captain's Log** run off $8^{1}/_{2}$" x 11" paper with primary writing lines the size you need such as pages 274-5, or use composition/primary paper cut to $8^{1}/_{2}$" x 11". Once your logs are planned you will need to plan daily collection and storage.

9 Another way to do a **Captain's Log** is to keep it separated from the Tiggy illustrations and poetry "book" by using composition books. Or, you could use their writing paper stapled in-

side of legal folders cut in half at the fold and held horizontally. You can also use two pieces of 12" x 18" construction/tag paper with a front and back cover or one back cover folded over itself. Staple the left sides of each kind. See also "Book Covers" p. 59 and "Binding" p. 106.

10 Tape the song and poems on cassette. Copy the song "Whale of a Whale" p. 264-266.

11 You might want to make a set of nine books on a good Xerox copier for **small group** instruction. Cover with report folders. The ninth copy color in yourself for a **color copy.** Use colored pencils which apply better than crayon for these long-lasting non-consumable books.

12 A **set of transparencies** is a way to present this book to the whole class at once without duplicating. However, transparencies burn off the black print from your master. Make a **XEROXED** copy first and use this to make your transparencies to keep the original intact.

13 To make a **bulletin board,** use an illustration transparency on an overhead. Tape white butcher paper to the wall as a screen. Pencil in the outlines then use markers to color the picture.

14 Getting your **copying** done and deciding on your **Captain's Log** paper are the difficult parts. Put your masters in a folder. Leave this in your mailbox. Each day copy one poem, one illustration and one cross-curriculum activity. Schedule Tiggy when done as it is flexible.

15 Order **materials & media** from their sources. Check **realia**. Select blacklines, pp. 222-282.

16 Choose **storytime books** with boy/girl, traveling, cat, tiger, and butterfly themes. Check the "extended reading" section: Countries p. 178, Traveling p. 181, and Cat stories p. 182.

17 **Other considerations** might be the following:

Music listening:
  albums & tapes, p. 57
Bookmarks, p. 263
Partner selections
Maps, p. 222 & 276-282

Sea floor map
Globe
Constellations map
Passport books, p. 45
Posters/pictures, p. 256-8

Log standards:
  neatness, etc.
Activities chart:
  daily schedule
Tickets

18 Tiggy has a do-it-yourself **poster**, pp. 256-257. Color him with yellows, golds and oranges and paste him on a larger white sheet of paper. Now, paste or wax this onto a poster board. Cut another board the same size. Bind these together like a book with Scotch, masking or library tape. This forms a Stand-up Book Poster. Put a "scientific" Tiggy pic on the back side.

19 It is suggested to direct students to **color "boy"** according to the illustration's ethnic culture.

20 The **program** is divided into three sections: (1) Trip Preparation, (2) the twenty Poems and (3) Publication and Performance. Now let's begin!

DAYS 1 & 2

TRIP PREPARATIONS: 1. TIGGY PICTURE, 2. SONG, 3. CAPTAIN'S LOG, 4. LIST

1 The teacher **introduces Tiggy** tiger and tag-along Butterfly.
2 Explain that Tiggy wants to take the class on **an imaginary trip.**
3 Make Tiggy as **real** as possible. Use one of the student's names when talking about Tiggy.

4 Create emotional bonding.

"Tiggy is going to take **Paul, and ALL of us**, in a rowboat to see an island."

5 Have the class **draw a picture of THEMSELVES.** Then give them a ditto which has Tiggy, p. iii or p. 258. Let them cut & **paste Tiggy and Butterfly** on to their picture. Or vice versa.
6 If you didn't get a chance to **make the poster, let two students** do it.
7 Ask if anyone has a **stuffed cat or tiger** to bring to school.
8 Try to make Tiggy become a **real friend** to each child. A stuffed toy tiger **"Tiggy"** can always sit at a child's desk or a paper tiger.
9 Discuss their **pet cats and recent trips.**
10 Keep using **students' names** as you continue to discuss this imaginary trip with **"Tiggy."**
11 Listen to the **song**. Begin to teach it.
12 Discuss going places with their pets. Stress **MANNERS.** (Manners should be emphasized throughout as all people should treat each other with **respect, thus eliminating war.**)
13 As an introduction **read parts or all of the book** to them.
14 Point out that **Butterfly** usually hides and has to be found. Let them find Butterfly.
15 Make a **list** of things to pack in their suitcases. Put this on the board or make a chart/cards.
16 Introduce the **"Captain's Log"**. Leave about three or four pages at the beginning of the Captain's Log for the front matter. The **front matter** is done **last** at publication time. Front matter includes the book covers and title page. See "Parts of a Book" p. 47 and p. 108.
17 Have the children **copy their suitcase lists** into their logs. While they are writing the teacher can put their names on the covers of their logs. (Or whatever is chosen for cover and binding such as a report folder, notebook, composition book or old file folders with paper fasteners.)
18 Let the class take turns **reading their lists** out loud.
19 Have the class **illustrate** the list while listening to the others.
20 While they're illustrating, share some **cat pictures** or info and listen to traveling music p. 57.

DAY 3

BON VOYAGE: 1. Trip Vocabulary, 2. Passports, 3. Whale Poem

1 Briefly read and discuss **parts of the book**. You will do daily activities for "Whale" poem later at #9.
2 Have the class **finish their pictures, suitcase lists and the illustrations for the suitcase list.**
3 Explain about **world travel,** meeting new people with all of their different ideas, customs, foods, clothing, etc., and treating all with RESPECT.
4 You might make flash cards of the **trip vocabulary** listed below or put it on the chalkboard.
5 Begin studying the preliminary **"trip" vocabulary**. Then, have the class **copy the words** into their logs. Further voyage math vocabulary is on p. 74.

trip
Tiggy
butterfly
go
whale
pack
suitcase
leave
boat
itinerary
places
passport
ticket
immunization
sick
fingerprints

6 Teach the following:

A. PASSPORTS **B. FINGERPRINTS** **C. IMMUNIZATION**

A PASSPORTS - Use two pieces of paper 8½" x 11". Use one lined paper and one unlined. Fold each sheet into four parts. Put the lined paper "booklet" inside the unlined one. Staple it along the left spine. Trim the folded edges. This makes an eight-page book.

COVER - Have the children print the word "Passport" on the cover.
Page 1 - Each child draws a picture of his head and face, (including ears, please). Use jar tops for a circular frame. Or use school I.D. pics.
Page 2 - Print name, age, school, address, city, and country, (U.S.A).
Page 3 - Fingerprints of thumbs are "rolled" in by the teacher.
Page 4 - Print "**Destination**: The universe, the moon and the ocean floor".
Page 5 - Print your dates - **Departure:**
Return:
Page 6,7 - Draw the earth in space, p. 6, & the earth with land and water, p. 7. On the board p. 6 = circle w/stars & p. 7 = circle with land outline.

B FINGERPRINTS Roll the students' thumbs over a black-inked stamp pad. Then "roll" them into their passport books, page 3.

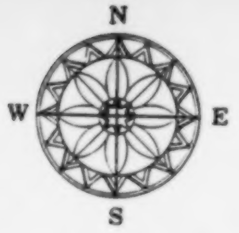
C IMMUNIZATION The class copies this word into their logs. If time permits, the teacher shows them, in their own office records, where the nurse has written their immunization dates. Enter the date into their passports. Discuss **preventative medicine - shots and hygiene**.

8 Passports can be kept in a pocket made by folding a piece of 3-hole paper so that the bottom hole is on top of the middle hole. Crease the fold. Staple both left and right sides.

9 Begin the trip with the first poem, **"Whale of a Whale"**. Include the 15 daily activities. (Save the front matter, p. i - vi, until last for the Publication Activities on p. 47.)

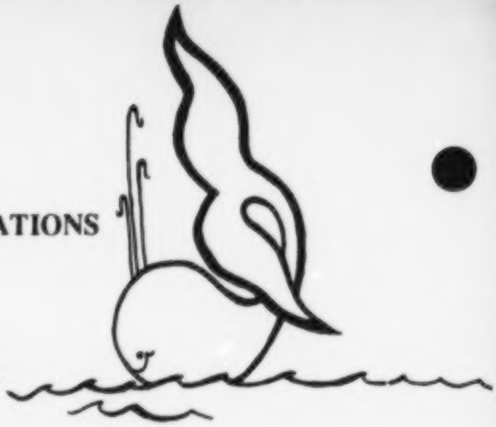
15 DAILY ACTIVITIES: SUMMARY

1. GUIDED IMAGERY INTO THE ILLUSTRATION
2. VOCABULARY STUDY
3. POETRY PRESENTATION BY TEACHER
4. DISCUSSION OF POEM & ILLUSTRATION
5. POETRY READINGS BY STUDENTS
6. COLORING THE ILLUSTRATION
7. MUSIC LISTENING
8. WRITING THE CAPTAIN'S LOG
9. EDITING
10. COOPERATIVE GROUPS
11. CONFERENCING
12. SINGING THE SONG "WHALE OF A WHALE"
13. SOCIAL STUDIES, SCIENCE & LANGUAGE ARTS
14. OTHER SUBJECTS - SPELLING, INTERACTION, FOOD
15. ORGANIZING DAILY PAPERS



OUR TRIP DAYS 4 – 21

1. DAILY ACTIVITIES, 2. OTHER CONSIDERATIONS



1 Continue with the **poems** following the 15 activities.
2 **Discussions** can include the following six activities:

describing **identifying** **comparing**
classifying **concluding** **inferring**

3 **CAPTAIN'S LOG** writing might include the following varieties. (For a detailed list of Creative Writing Forms and TV Writing forms see pp. 123 - 127.)

- a **copying related text material from social studies, science, etc.**
- b **blackline activity sheets, pp. 222-275**
- c **a description of the place**
- d **literal account**
- e **a student's feelings**
- f **imaginary rewrite**
- g **news report**
- h **letter back home**
- i **child's explanation of poem**

The four writing forms are:
1 **narration**
2 **information**
3 **description**
4 **exposition (explains)**

4 Conference each student when possible. Check especially for complete sentences. Circulating around the room and making comments is a form of conferencing.
5 Faster students can do more research and reports, oral presentations and peer tutoring. Slower students can do more copying, illustrating, partner work and be recipients of tutoring.
6 The teacher schedules **other related activities**. See the items under "Lesson Plan by Poem and Illustration" and "Food, Spelling Words and Social Interaction," p. 49.
7 Also, schedule occasional time for making the **puppets**, p. 47, and allowing the students **"dialog and play"** time.
8 Work out a system of evaluating the work in progress, see p. 177.
9 **Vary readings** by having singles, duets, trios, boys, girls, etc.
10 Read **"26 Other Ways to Use Tiggy"** p. 60 and don't forget the **blacklines!**, pp. 222-282.
11 The blacklines' Sections are "social studies, science, computer, reading, writing, arts & crafts, music, organizational and maps". Save left over copies for your centers.
12 **Study the information in the resource book** to help you teach various lessons and the materials lists for motivational items, networking and cross-curriculum ideas, pp. 186-210.

DAY 22 ARRIVING BACK HOME

1. HOME ON TIME, 2. STORY ENDING, 3. PARTY

1 Plan to follow the usual daily activities schedule with the poem **"Butterfly Spree."**
2 Stress that they got **home by three** as they had been told to do.
3 Try to find "Tiggy." Ask who the cat belongs to?
4 Let the children end or create an **ending** for the story.
5 Discuss **fact and fantasy** in relation to Tiggy.
6 Make the **last entry into their logs** about returning home safely and being on time.
7 Have a "homecoming party" such as popcorn and soda and related film, p. 204.
8 Begin **publication** and **performance** activities. See the next page, p.47.

DAYS 23 - 25 PUBLICATION & PERFORMANCE

PUBLICATION: 1. FRONT MATTER, 2. BINDING, 3. BOOK PARTY

1 The activities will vary according to the type of binding you use.
2 At this time you might want to use some of the ideas in the "Parts of a Book" section p. 104.
3 Technically, publication means the book is ready for "public" sale. You need to make the books "open" to the public. First, however, you need to make your **front matter**, p. i - vi. Then collate all the papers to be ready for binding. Last bind, (staple, etc.) the manuscript.

Front book cover:	**page i**
Picture page:	**page ii**
Book belongs to:	**page iii**
Title page:	**page iv**
Table of contents:	**page v**
Back book cover:	**page vi**

Passport: Put it in an attached envelope or a folded & stapled pocket page.
Vocabulary lists: Users' choice - possibly a glossary, picture dictionary, study list
Blacklines: Users' choice.

4 **Binding**: Pre-made stapled construction paper books could be used. Then glue, Scotch tape or staple the pages into the pre-made "scrapbook". (Let an older grade help.) Try staple binding your writing paper, construction paper, scrap paper, little peoples' books, BIG BOOKS, cloth bound books or use spiral binding, report folder books, or "notebook" books. Use binding with thread, yarn, paper fasteners or binding with office binding as on p. 106. Make stapled/punched file folder books or use any tag or heavy paper for the covers. Clay, bark, and leather have been used. Don't forget neons, foils, metallics, pop-ups, cut-outs and feelies.

5 **Publication party!!** Invite another room to see the books the class made. Partner the two classes. Then share the books, have a poetry presentation, log readings, and make or give some Tiggy bookmarks. Don't forget the Hawaiian punch and world-safari animal cookies!

6 Later, allow time with your class for an **Evaluation Period** of the whole project. Ask, "What should be done differently?" and "What did the class like the most?"

PERFORMANCE ACTIVITIES

1. SCRIPT, 2. THEATER, 3. PUPPETS, 4. PERFORMANCE

1 Write a SCRIPT for a play. Three or four lines of script is enough for each performer. Assign each pair of students a different poem. Tell them to pretend they are at that place and to make up what they said and did or what happened. Or, class dictation written on the board works if students find collaboration difficult. One class "script" of 4-8 lines is sufficient, see p. 109.

2 Create a 5 minute "theater". Make copies of an illustration or scenery picture. Have the class color their copy. Use 12" x 18" construction paper and 3-fold this horizontally. Staple the colored illustration vertically in the center fold. Stand it up on a desk. Let the partners practice saying their script. They can use the paper puppets they have made on p. 261-262.

3 If you need **PAPER PUPPETS**:
  a Use index cards of any size or any stiff paper.
  b Fold the longest side in half.
  c Draw the character, a tree or any scenery. Color it.
  d Cut a "halo" of paper around your drawing. Don't cut the **FOLD**. It will stand up like a greeting card.

4. Suggest what they might talk about. Children need to be taught what to say, especially shy children. Also, create situations to improvise, such as one of the puppets wants to buy a ticket to the moon and the other puppet sells him the ticket. See "Pantomime" p. 58 & p. 132.

5. Use a **microphone if possible.** Most electronic stores and audio/visual stores, such as Radio Shack, can easily teach you how to hook-up an inexpensive mic to your radio, record player, or public address system. The machine must have a port (hole) marked "MIC".

6. Save some of the puppets and scenery for a language learning center. At your center other characters and things can be represented by using plastic toys, play dough, stuffed toys, greeting cards, ceramics, magazine paper puppets, play phones, etc.

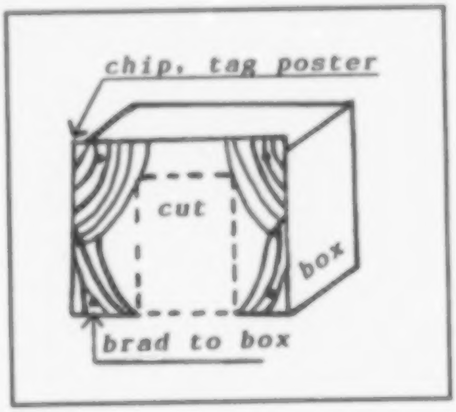
7. See "Oral Activities" and "TV WRITING" for other kinds of performance. Find a copy of **Presenting Reader's Theater, Plays and Poems to Read Aloud** by Caroline Feller Bauer and published by H.W. Wilson, 1987, ISBN 0-8242-0748-3. The text may be copied for use in the classroom. It includes the short poems "Tiger" by John Gardner, and "Tiger" by Mary Ann Hoberman as well as the play (with more then six roles) "In Which Tigger Comes to the Forest and Has Breakfast" (Milne), p. 173-88.

PUPPET THEATER

See Theater section pp. 130-139

1. There are many types of "theater" activities on the market for teachers to purchase. Masks of all kinds, books of plays, finger puppetry and three dimensional "shoe box" art to mention but a few. Also, any picture can be turned into a paper puppet by using the method described in number three of performance activities, p. 47.
2. See the section on puppet theaters for a variety of ideas and their drawings, p. 135-138.
3. Any grocery store carton can easily be made into a theater.

   A Use one piece of white tag.
   B Cut it two inches longer and wider than the front of your carton.
   C Draw your stage opening and curtains on the cut tag at the center bottom of the tag.
   D Cut out the tag's stage opening.
   E Lay the tag face up on the front side of the box. The bottom edge of the tag is at the bottom edge of the box.
   F Mark the stage opening on the box.
   G Now, cut the opening out of the box.
   H Then, use your paper fasteners to attach this "proscenium," (stage front), to your box at all four corners.



4. Also, instead of drawing a stage, try a TV front, sports arena, etc.

5. Try a large carton that hides the players.

REMINDER: A small mechanics spotlight, a microphone and a little music in the background adds REALITY to the production! A string across the room with an old sheet safety-pinned to the string works as a curtain. Place safety-pins about every foot (or paper clips) so it can slide.

LESSON PLAN BY POEM & ILLUSTRATION

POEM & Illustration Realia/Model	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS
WHALE Seashell Rowboat page 1	TRAVEL TRANSPORTATION PASSPORTS	OCEAN TRAVEL FEAR LEAVING HOME IMMUNIZATION	“Whale of a Whale” song TALE - TAIL SEA - SEE DISCUSSION: “Whole world's free”
COCONUTS Coconut Lei 3	HAWAII SHIPS SHIPPING INTERNATIONAL LAW	VOLCANOES COCONUT SEED & MILK ENVIRONMENT	SIGHTED SOME ISLANDS MYSTERIOUS “MAROONED WITH MACAROONS” (story idea)
OCTOPUS Starfish Sea Horse 5	OCEAN FLOOR: MAP CANYONS MOUNTAINS NATURAL RESOURCES	THE OCEAN: WATER ANIMALS PLANTS PRODUCTS PEARLS	AQUARIUM FLEET FIVE FATHOMS DEEP OCTOPI - OCTOPUS SEA HORSEY - SEE HORSEY OVER - UNDER ABOVE - BELOW
CHOPSTICKS Chopsticks Fish Kites 7	ASIA CHOPSTICKS GLOBES & MAPS TIME ZONES	SNEEZE DRAGONS KITE ARCHITECTURE	PINK PEACH BLOSSOM TREE CHOW MEIN PLAY CHOPSTICKS
ELEPHANTS Incense Metal Bell 9	INDIA KASHMIR STAMPS TAJ MAHAL OUTDOOR MARKETS	CRYSTAL BALL “HOOKUM” ANIMALS THAT DO OUR LABOR GOODS & SERVICES	ALADDIN'S LAMP STORY CRYSTAL BALL - fortune telling CHORAL READING OF POEM - use the first five words as a chant
PENGUIN Ice Cubes Titanic Report 11	POLAR EXPLORATION COMMUNICATION FLOATING GLACIERS TO WATER ARID LAND	ICE - GLACIERS PENGUINS SNOW ADAPTATIONS GRAVITY	TUXEDO AND VEST ADIEU “FROZEN FEET” (Ice Monster story)

POEM & Illustration Realia/Models	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS
MOON'S TUNE Space Poster Dark Glasses Page 13	MOON RACE TIME CAPSULE A FLAG ON MOON UNITED NATIONS ALIENS see #B p.59	ASTRONAUTS SPACE TRAVEL "MAGIC" BLANKET INTERDEPENDENCY	"YOU WANT IT TO BORROW" STARS SHINE BRIGHT CLASS TIME CAPSULE See NOTES #B p. 59
BALLOONS Air Pump Balloons (make balloon pattern) 15	CITY PARKS & RECREATIONS SCHEDULES: CITY PARK, BUS, TV UNICEF	PRIMARY COLORS AIR PRESSURE CLOUDS DAY DREAMING	SILLY MONKEYS, FLYING BABOONS SEE THEM IN THE SKY CLASS QUOTATION FOR THE BALLOONS (made from the pattern)
SPHINX Sand Pyramid Prism 17	TOMBS BURIAL SLAVERY/RULERS EGYPT	DESERT CAMEL COMPLEXES: SUPERIORITY INFERIORITY	GOTTA BE BACK HOME OODLES TO SEE INTERVIEW KING TUT'S GHOST
YODEL-LY Goat's Milk MAP 19	SWISS ALPS HIMALAYA RANGE SNOW TRAVEL EUROPE	MOUNTAINS & CLIMBING NATIONAL PARKS ECOLOGY	YODEL-LY WHO WHO WHOOOOOOOOOOO! KING OF THE MOUNTAIN
MONKEYS Curious George: book/doll 21	TREE LIVING AFRICA THIRD WORLD DEMOCRACIES LAW & ORDER	PRIMATES: apes, monkeys ANIMAL PRESERVES RESPONSIBILITY	MONKEY FACES/SOUNDS MONKEY SEE, MONKEY DO TREE SWINGING, TAIL SWINGING
KELLY GREEN Elf Doll/picture 23	IRELAND ISLANDS ENGLAND HERITAGE	REALITY VS. FANTASY	WEE ELF ON HONEY THEY'RE FED THUMBELINA & TOM THUMB STORIES
SPAGHETTI An Opera 25	ITALY CULTURAL ENRICHMENTS	POLLUTION CANALS, RIVERS LAKES, STREAMS	SANS BALONEY = without PLAIN BALONEY PANTOMIME

POEM & Illustration Realia/Models	SOCIAL STUDIES	SCIENCE	LANGUAGE ARTS
RUSSIA (C.I.S.) Rachmaninoff Nutcracker Ballet 27	CULTURAL EXCHANGES ARTS OLYMPICS VAN CLIBURN	EMOTIONS: NEGATIVE POSITIVE SELF-ESTEEM	WITH LOVE BALLERINAS AS DOVES NUTCRACKER STORY COMPETITIONS
CHINA Bamboo Panda Material 29	CHINA: TOPOGRAPHY POPULATION DIFFERENCES	PANDAS ENDANGERED EXTINCTION - ONE FOOD DIET	RHYME: SING, SING BRING THINGS 'S AS CONTRACTION OF IS: The bear's eating fish.
NIÑOS Doll Pictures 31	MEXICO MEXICO CITY EARNING & SPENDING SPANISH	CITY LIFE VILLAGE LIFE: (50% IN 1992) CLIMATE	SIMILES: ARE COMPARISONS - ...LIKE THE FLOWERS ...LIKE THE BACKS OF YOUR FATHERS
PEACE PIPES Indian doll Tepee 33	U.S.A. INDIANS THE PLAINS AS A FOOD PRODUCING AREA	MINERALS & GEMS TURQUOISE	I'LL GIVE YOU MY BUFFALO FOR TEN OF YOUR BEADS CACTUS, CACTI CHANT: WIGWAMS AND WAMPUM, PEACE, PIPES & PEARLS
A BEAR Bear Stories Toy Bear 35	NATIONAL PARKS MOUNTAIN MEN GEYSERS, SPRINGS	WATER PRESSURE WHISTLING POLLUTION	BEAR WITH NO HAIR HIS HAIR HE HAD ALL SURE ENOUGH IT'S A FACT POEM PATTERN
FOUR FLEAS A Joke Circus Book 37	CIRCUS LIFE EXTENDED FAMILIES FRIENDSHIPS	LAUGHTER: THE BEST MEDICINE EMOTIONS: STRESS PRESSURES	FOUR FLEAS THAT FLEW HE WAS SHAGGY AND BROWN BOO-HOO HOT BUBBLE SHAMPOO
BUTTERFLY Tiggy Paper Puppets 39	FAMILY LIFE: RULES & LAWS	SHARING MEASUREMENT & TIME	BUTTERFLY SPREE GOT OUR WORLD FOR FREE COMMENT LETTER TO AUTHOR: VIA PUBLISHER

POEM & FOOD	SPELLING & WRITING WORDS		SOCIAL INTERACTION
WHALE	WHALE	WORLD	TELEPHONE MANNERS
Tuna	SEA	SEE	
page 1	SAIL	TAIL	
COCONUTS	COCONUTS	NUTS	BUYING A TICKET
Coconut	UP	MILK	
3	ISLAND	CLIMB	
OCTOPUS	DEEP	KEEP	BUYING THINGS AT THE STORE
Octopus, oysters	PEARL	DOWN	
5	WANT	DIVE	
CHOPSTICKS	SKY	DRAGON	CHECKING OUR LUGGAGE
Rice	CHOPSTICKS	KITE	
7	PEACH	FLY	
ELEPHANTS	BELL	SELL	WASHING HANDS & USING THE WASHROOM
Curry	ELEPHANT	TIGER	
9	IVORY	STAMPS	
PENGUIN	I	SPY	EATING OUT WITH OTHERS
Ice Cream	TRUE	BLUE	
11	SAILING	DRESS	
MOON'S TUNE	MAN	MOON	RIDING ON THE BUS OR BLANKET TOGETHER
Cheese	TUNE	SING	
13	TONIGHT	SHOWER	
BALLOONS	SKY	TRY	FIRST AID
Cotton Candy	YELLOW	CLOUD	
15	ALL	BALLOON	
SPHINX	BE	THREE	WRITING LETTERS & POSTCARDS
Spring Water	BACK	GOT	
17	THINK	NOW	
YODEL-LY	GOAT	MOUNTAIN	PLAYING GAMES TOGETHER: Taking Turns
Chocolate	KING	DO	
19	WHO	TOO	
MONKEYS	SPEAK	HEAR	BEING A GOOD FOLLOWER: Rules
Bananas	MONKEY	TO	
21	TWO	TAKE	
KELLY GREEN	GREEN	SEEN	DAILY BATH AND BEDTIME
Potatoes	RED	FED	
23	ELF	OVER	

*

*The pictures of primary literary characters are from KIDSTAMPS, P.O. Box 18699, Cleveland, Ohio 44118, (800) 727-5437.

POEM & FOOD	SPELLING/WRITING WORDS		SOCIAL INTERACTION
SPAGHETTI Pasta & Spaghetti 25	SPAGHETTI DREAM YOU	BALONEY SING PLAIN	TAXI MANNERS
RUSSIA Bread 27	RUSSIA LOVE COMING	MUSIC WITH FROM	INTRODUCTIONS
CHINA Tea 29	CHINA VISIT PANDA	BAMBOO CANDY WHAT	SMALL GROUP DISCUSSIONS: Learning to lead Learning to listen
NIÑOS Tacos 31	NIÑOS FLOWERS WORK	EYES FATHER CHILDREN	BEING A GOOD WORLD CITIZEN WHILE TRAVELING
PEACE PIPES Popcorn 33	PEACE FAIR GIVE	TRADE BEADS BUFFALO	TRADING THINGS & FAIR TRADE
BEAR Beef jerky 35	BEAR SHARE JACK	HAIR PIONEER WHISTLED	SHARING THE EARTH WITH ANIMALS
FOUR FLEAS Cracker Jacks 37	STORY FLEAS CRYING	DOG FLEW BOO-HOO	SHARING EARTH WITH PEOPLE: Democratic procedures - voting, MAJORITY RULES
BUTTERFLY Apple pie 39	BUT FLY OH	BUTTER BUTTERFLY MY	SAYING THANK YOU & GOOD-BYE & BEING ON TIME

CONFLICT MANAGEMENT – Social Interaction Solutions

1 Talking it over and listening to the other side.
2 Controlling feelings while searching for a solution.
3 Determining to make the situation better.
4 Walking away when conflict begins to be destructive.
5 Saying, "I'm sorry," and shaking hands so that everyone knows it is over.
6 Learning to do something else.
7 Finding others to help you think it through and getting advice.
8 Taking turns.
9 Sharing.
10 Ignoring negativity.
11 Getting a third person to arbitrate.
12 Voting in group situations and allowing the majority to rule.
13 Making a contract.
14 Finding out how others solve the same problems.
15 Stress-reduction, diet, rest, meditation, imagery, control.

B. CONSIDERATIONS OF A WORLD CITIZEN
Creative Thinking Regarding Democratic Philosophies.

1 If there is a God then all people would be loved equally by God and therefore should be loved equally by their fellow man.

2 If there is no God then it is up to mankind to create societies and governing bodies which give justice equally to all people. What group of people would determine to be governed by a body of people who would give it injustice? The answer is **no people** would want a governing body to rule it unjustly. Therefore, all governing bodies should govern justly to all their people. And, therefore, all governing bodies who do not treat the people justly will eventually be destroyed by those very people. History teaches this as most governing bodies have governed unjustly and most governing bodies have been destroyed.

3 Notice, also, that most governing bodies had declared it punishable by death if one of the governed tried to change that government.

4 Democracy was established while most societies were farmers. Democracy allows the people to change the laws. This is one of its greatest attributes.

5 A group of people, and all people, must mature to the realization that they themselves and others like them are the rulers, or government, within the society that they live. The burden of changing the laws to fit the society rests upon that society.

6 Today many societies are educated, influenced daily by mass media and are technologically developed. People are no longer farmers who trade *things* but rather exchange is done through hours worked, money and financial procedures. Today's societies need to apply democratic principles to this new financial society. The twenty-first century needs governing bodies with "financial" or **economic justice and an economic democracy**.

7 Societies should vote on their finances - taxation, government employee salaries, minimum wages and government spending limitations. Then the following would ensue:

- a **Governments would not be in debt.**
- b **Government employees, on the whole, would not be persuaded by extra remunerations.**
- c **Poverty would be eliminated.**
- d **Crime would be lessened.**
- e **Extensive waste which is created by the "idle rich" would be discontinued. The productive rich, which are exemplified by the arts, research, libraries, etc., would be enhanced.**
- f **The average person would have a more responsible position in his/her society.**
- g **Adoration of governing bodies, such as adoration of emperors, kings, queens, etc., as well as adoration of the wealthy, powerful, "stars", entertainers and sports persons, would be lessened. Then the person is freed from the dependency of the "all powerful" and has a better self-image. This creates stronger individuals and healthier citizens.**

8 Exploration of race, color, creed, cultures, mores, (customs and laws), habits and the arts should help students develop a more cosmopolitan viewpoint and broaden their social consciousness.

9 Helping students apply democratic solutions to individual problems or their group's immediate situation allows them the experiences of justice and honesty as well as politeness and kindness.

10 A tyranny of any kind, **especially an economic tyranny**, cannot be tolerated. This being true, societies are headed toward an acceptance of the concepts of economic democracy or intrinsic destruction.

11 Regarding tyranny, if a person needs someone "over him" and especially someone who does not treat him as an equal, then that person is suffering from an inferiority complex.

12 If a person needs to have his will, and his will only, followed then that person is suffering from a superiority complex. These types of people have often led whole nations into self-destruction such as Adolph Hitler, Benito Mussolini and Joseph Stalin. What is even more surprising is that these very nations of people were supposedly Christians who teach love of their fellow man. **Under Hitler six-million Jews were murdered. Under Stalin 20 million Russians "died" one way or another**. My reference was the Red Express:Riding Through Siberia, The Discovery Channel, 3/24/92, 7 PM PST.

13 Teachers must remember, also, that as recently as 1940 the people of Japan believed their ruler to be a god. Other facts that should be remembered so that teachers will structure their dealings with students upon democratic principles are the following: During the 19th and 20th century conflicts for freedom, **about 138,009,913 people died struggling for freedom. Colliers Encyclopedia v.23, © 1988, page 246.**

14 The struggle for equality is a continuous struggle especially with female children...."Two dozen African nations, Egypt and Sudan" perform circumcision "–the mutilation of the external genital organs–" on young girls. "Midwives, village healers and elderly female relatives perform the ritual without anesthetic, using unsterilized razor blades." This is "a rite undergone by more than 80 million African women." TIME magazine, Fall 1990, Special issue: WOMEN: THE ROAD AHEAD. v.136, No.19 page 39, "Africa: A Ritual Of Danger."

15 **The children of the world are often abused, beaten, put into bondage, and/or work or sex slavery and/or disfigured through tribal ornamentation such as body and facial "art" scaring which includes slicing the skin to form patterns on their faces, chests, arms and other areas of the body.**

16 **If we do not understand man's capacity for evil and destruction and his enjoyment from another's pain we will never build our laws to prevent and protect societies from these evils.**

THE PREAMBLE TO THE UNITED NATIONS CHARTER

"WE THE PEOPLES OF THE UNITED NATIONS DETERMINED

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind.
and to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and
to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and
to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbors, and
to unite our strength to maintain international peace and security, and
to ensure, by the acceptance of principles and the institution of methods, that armed force shall not be used, save in the common interest, and
to employ international machinery for the promotion of the economic and social advancement of all peoples,

HAVE RESOLVED TO COMBINE OUR EFFORTS TO ACCOMPLISH THESE AIMS.

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations."

TIP: If you get stickers of the Flags of the World have your school staff enlarge and color each flag on 12" x 18" white construction paper. Use paint or markers to prevent fading. Laminate these then hang them in your cafetorium. This brightens the most drab area, is a learning tool as well as a multicultural environment and can remain up year after year.

COMMENT

Beginning the teachings of democracy at as early an age as possible is essential to the development of the democratic spirit. Allowing the practice of the democratic processes to be a part of the students' daily life forges the habits of democracy. Studying the vocabulary of "freedom" gives the teacher and the student the power that is their inalienable right. For instance, simply teaching the word "incumbent" gives the students the power to rid themselves of lawmakers they feel inadequate or who serve themselves rather than the people.

Teaching **democracy** at an early age also plants the seeds of leadership goals.

MUSIC TO COLOR BY - IDEAS

BARRY, JOHN	*Out of Africa*
BIZET	*Carmen*
DEBUSSY	*La Mer*
GERSHWIN	*Rhapsody in Blue*
GRIEG	*Peer Gynt Suite*
GROFE	*Death Valley Suite* *Grand Canyon Suite*
HOLST	*The Planets*
KORSAKOV	*Scheherazade*
MENOTTI	*Amahl & The Night Visitor*
PUCCINI	*Madame Butterfly VHS* *La Boheme VHS*
RACHMANINOFF	*Paganini Rhapsody*
RAVEL	*Rapsodie Espagnole* *Bolero*
RESPHIGI	*Fountains of Rome* *Pines of Rome*
RODGERS & HAMMERSTEIN	*Oklahoma* *South Pacific*
STRAUSS	*Waltzes/Blue Danube*
STRAVINSKY	*The Firebird*
TCHAIKOVSKY	*1812 Overture* *The Nutcracker Ballet (ABT's Baryshnikov)*
VANGELIS	*Chariots of Fire*
WILLIAMS, JOHN	*E.T. Movie Score* *Superman Movie Score*
ENYA	*Orinoco Flow from the Watermark album. (Orinoco is a So. Am. river.)*

LETTERS HOME

LETTER
MESSAGE
HAPPY BIRTHDAY
GET WELL CARD
THANK YOU NOTE
TELEGRAM
BULLETIN
NOTICE
RADIOGRAM
FOR SALE NOTICE
FAN LETTER
POSTCARD
FOLIO
CODED MESSAGE
ESSAY
NEWS ARTICLE
CHILD'S MAGAZINE ARTICLE
MEMO
NARRATIVE
DISCOURSE
CRITIQUE
DIARY ENTRY
PERSUASION
PROPOSAL
DEBATE
SPEECH
COMMUNIQUE
BROCHURE
DICTIONARY
ADVERTISEMENT
GLOSSARY
NOTE

LET'S TALK:

ORAL PRESENTATIONS

TALK
SPEECH
ANNOUNCEMENT
STORY LINE
TELEPHONE CALL
CHAT
GOSSIP
TV PANEL
TV NEWS
TV BROADCAST
(SEE TV WRITING)
RADIO BROADCAST
REPORT
COMMERCIAL

ORAL PRESENTATIONS
Continued

SALES TALK
SINGING TELEGRAM
PANTOMIME:
- **rowing boat**
- **climbing a tree**
- **walking in a diving suit**
- **eating w/chopsticks**
- **riding an elephant**
- **riding a camel or a "magic blanket"**
- **eating spaghetti**
- **playing a piano**
- **climbing a mountain**

INTERVIEW
FINGER PUPPET PLAY
PAPER PUPPET PLAY
READERS THEATRE
DISCUSSION
SONG
MINI MUSICAL: Think up new words to go with songs you already know.
RETELL STORY
POEM RECITATION

CONTINENTS, COUNTRIES, & PLACES VISITED IN *TIGGY*

AFRICA
ASIA
CHINA
EGYPT
HAWAII (All islands & Aus.)
INDIA
IRELAND (Europe)
ITALY
MEXICO (& So. America)
ORIENT
RUSSIA
SWISS ALPS
UNITED STATES (N. America)
SOUTH POLE (Antarctica)

APARTMENT
BACKYARD
CANALS
CIRCUS
DESERT
HOME
ISLAND
JUNGLE
OCEAN
OCEAN FLOOR
MOON
MOUNTAINS
PARK, CITY
PARK, NATIONAL
PLAINS
SKY
SOUTH POLE
SPACE TRAVEL

Island, p. 4, represents all islands including Australia. Mexico p. 31, represents all Hispanic areas-including So. America. All continents have their own outline map, see pp. 276-282.

DISCUSSION PROCEDURES

1 **BASIC REVIEW**: WHO, WHAT, WHERE, WHEN, WHY, HOW, HOW MANY, WHICH

2 **THINKING THROUGH**: CLASSIFICATION, PREDICTION, EXPLANATION, IDENTIFICATION

3 **EVALUATION**: POSITIVE & NEGATIVE FEELINGS, THINGS OF VALUE, GOOD & BAD

HOMEWORK - two weeks

FIRST WEEK - Send home one illustration. Ask the students to color the picture and, with the help of family, write a story about the illustration. The story should be neatly copied and the students should practice reading it. They will read it in class. One parent should sign the story.

SECOND WEEK - With family help, create an extraterrestrial being. Write a description about it. See NOTES #B, on the next page, for a detailed listing of things to include in describing this being. (Do after the poem "Man In The Moon's Tune" on page 13.)

NOTES

A QUICK BOOKS & COVERS (Fastest possible: Grade level paper folded in half. Staple the fold.)

1. Another quick book is to use a purchased report folder. Add three hole punched notebook paper. Copy your dittos onto punched ditto paper and fasten them into the folder.
2. An expensive, but quick way, is to buy top loading plastics. These can be held together with paper fasteners or put in a binder or simply bound with fasteners, yarn or string.
3. Also, you can purchase, or have students purchase, three-hole binders that have both the spine and the cover with a top loading plastic so that it can be used again and again.
4. A fast **book cover** is to use file folders or tag that has been punched with the three-hole punch. Use fasteners or staple to bind. You can add to this daily.
5. Folded or cut construction paper, punched if needs be, can be an adequate book cover.
6. A quick handmade hard cover is the following:
    - Cut two pieces of poster board 9" x 12" or one inch wider and longer than your manuscript.
    - Use 2-inch library tape. Bind the two covers together leaving as much spine as possible.
    - Turn the covers over so that the sticky side of the spine is exposed.
    - Cover this sticky side with scotch tape.
    - Staple the pages of your manuscript together.
    - Fit the stapled manuscript into the cover pushing it into the spine.
    - Now, re-staple through the TAPE to secure your manuscript. Press hard.
    - If you want more reinforcement, open the book so that the inside first sheet of paper is exposed.
    - Tape another piece of library tape where the paper and the cover meet.
    - Do this to the back, also.
    - To finish, paste an illustration on the front cover. (Or Jiffy Wax/staple - it's faster.)
    - Using jar tops, have students draw circles with black felt pens. Put a picture of the authors inside the circle.
    - Paste this on the back cover with author's signature and information.

B EXTRATERRESTRIAL BEINGS - useful for descriptive literary passages & science.

"Man In The Moon's Tune" lends itself to the extraterrestrial. To help students create their own extraterrestrial being ask the following questions. You might want to send the questions home with the work of making an extraterrestrial being. Remember, **DETAIL** is essential!

- **Can you hear it coming? What other noise can it make?**
- **What part do you see first?**
- **What is its: Size? Shape? Weight? Color? Texture? Eye color? Hair?**
- **Describe its "head." Does it have eyes? Ears? Nose? Mouth?**
- **Does it eat? Drink? Cry? Feel emotions? Think? Draw and create?**
- **Does it have guilt? Revenge? Compassion? Pity?**
- **What kind of limbs does it have? How does it move from place to place?**
- **What would you compare it to?**
- **What are its strengths? Weaknesses? Desires? Goals? Does it love or hate?**
- **Is it cooperative or competitive? Friend or enemy?**
- **Does it want to be ruler or follower or equal?**
- **To make it believable give it habits, needs and wants.**
- **Give it a name.**

26 OTHER WAYS TO USE TIGGY

1 Make **transparencies** of the pictures and poems. Use on the overhead for group reading and discussion. Choose a writing activity and complete. Use extra TIGGY pics in other lessons.

2 Use the setting in each illustration but make up a different **story daily**. Include: character, problem, attempted solution and final solution. Copy the story into your BIG BOOK.

3 Use for **poetry writing** only. Use each poem as a pattern to make a new poem. Try to concentrate on the "music" of the poem. Write the daily poem as a class or in small groups.

4 Use for **vocabulary development.** Keep a class "dictionary" of the words you want to include in the dictionary/glossary **"log."**

5 Use as an **oral language exercise.** Read and discuss the poem. Find a "chant" in each poem. Let the class recite the chant while a trio recites the poem. See choral reading p. 138.

6 Use as a **puppet play.** The children can make the puppets. Color 20 illustrations or less to be used as the scenery or backdrop. See desktop theaters p.137. Use a variety of ways to read the poems as the puppets and scenery change. The poems are the script.

7 Remove the binding on your book. Put the pages in your science and/or social studies manuals. Use them as a **"highlight,"** that is, as a poetry break from a solid subject.

8 Use as a **fine arts program.** Have the class color the illustrations while listening to classical music. Use different media such as pastels, water colors and/or felt pens. Show them how to fill in the large expanses of background sky and water with different textures by using a small uncovered piece of crayon with the picture on top of a book cover, the sidewalk, a rough piece of wood, etc. Have poetry recitations. Serve ice tea w/mint leaves and cookies.

9 As a group, **change the poem into a story.** Turn this story into a big book or chart story.

10 Use **each poem** and illustration **differently.** There are 20 poems and 20 accompanying illustrations.

11 Use for details: **who, where, when, why, what, how, how many and which.** Chart and compare pairs of poems.

12 Use sense organs **to describe the environment** of the poem. (This is a good way to learn to lead into a story). **(eyes, ears, nose, mouth, and touch)**. Write on chalkboard and illustrate.

13 Use for **general comprehension.** What was this about? Where did it take place? Also use the following: **describing, identifying, comparing, classifying, concluding and inferring.**

14 Use for **creative thinking.** Such things as pollution, endangered species, international problems and earth care can be discussed.

15 Use for **memorization.** Assign partners or a group to memorize the poem(s). Let the class color illustrations during the recitations. Use motivators such as an author's chair, mic, & curtain.

16 Use as **art extension** for line, form, composition, colors, shades, light and shadow. Stress one aspect per illustration and model this on the overhead to enhance the final colored

pictures. Let the class color their illustrations as you color yours on the overhead. Keep the final colored transparencies to work from or in top-loading plastics as a color copy of the book, see Art, p. 143.

17 Turn the poem idea into a **news report.** Use a four line report as a flash bulletin keeping track of TIGGY throughout the journey. Do this after lunch and copy for **handwriting**.

18 Use the poem idea **to persuade** or help persuade regarding some idea such as animal protection, balance of nature, earth care, social awareness, ethnic acceptance, etc. Make **mini-posters** to go around your school.

19 Use as a part of an in-depth **science** lesson such as ocean studies, racial acceptance and environmental concerns.

20 Use as a part of an in-depth **social studies** lesson. Map the continents and countries visited. Read stories of families from that area. See extended reading, Traveling, p. 178 and Countries, p. 181. Teach concepts needed for understanding the U.N. and interdependency.

21 Use as a **begin the day/end the day project** to work on while office/organizing tasks are being done. Read the poem together after lunch.

22 Have a performance day. Let **partners** or **groups recite** *in other classes.*

23 Work toward a "show" day. Have the class make **paper puppets** and some kind of theater. With the help of a teacher, aide or older student **write a little play or skit** for the paper puppets. Or write a script with the whole class. Using your theater, present the **plays to another class or group. (See ideas in number 6)**

24 **Market TIGGY**. Make a book jacket, (dust cover). The left flap is about the story and to sell the book. The right flap is about the author. Interview a "pretend" author about the book. Make posters for a book store and an advertisement for a magazine or newspaper.

25 Have the class **think of another way** to use TIGGY.

26 Write a **new ending** to the story or write a sequel or continuation.

TEACHER REMINDERS

Whole Language

1 The class reads silently 5 to 15 minutes daily.
2 The teacher reads silently, also, as a model for the students.
3 The teacher gives a book promotional three times a week.
4 The teacher reads orally to the class daily.
5 Once a week the teacher tells the class a story.
6 Each child should have one weekly conference with the teacher regarding the student's reading.
7 The teacher needs to record in the conference log.
8 Children need to record what they have read by listing the titles.
9 Process writing and conferencing at least once a week.
10 The inclusion of selections from each literary area, including poetry, fiction, nonfiction, and drama, as is appropriate to the age level.

SOCIAL STUDIES OVERVIEW

COMPONENTS

GEOGRAPHY
HISTORY
CULTURE
ETHICS (VALUES)
TRANSPORTATION
UNITED NATIONS
SOCIOLOGY
CONTEMPORARY PROBLEMS
PHILOSOPHY
INTERNATIONAL LAW
ANTHROPOLOGY
ECONOMICS
PSYCHOLOGY
SCIENCE
POLITICAL SCIENCE

COMMUNITIES

FAMILY/HOME
SCHOOL
NEIGHBORHOOD
VILLAGE or TOWN
CITY
NATION
UNITED NATIONS
UNIVERSE

NATURAL RESOURCES - Physical

1 **SUNSHINE** - heat, energy, chlorophyll, food

2 **AIR** - oxygen, carbon dioxide and other important gases

3 **WATER** - energy, heat, primary cause of food and life

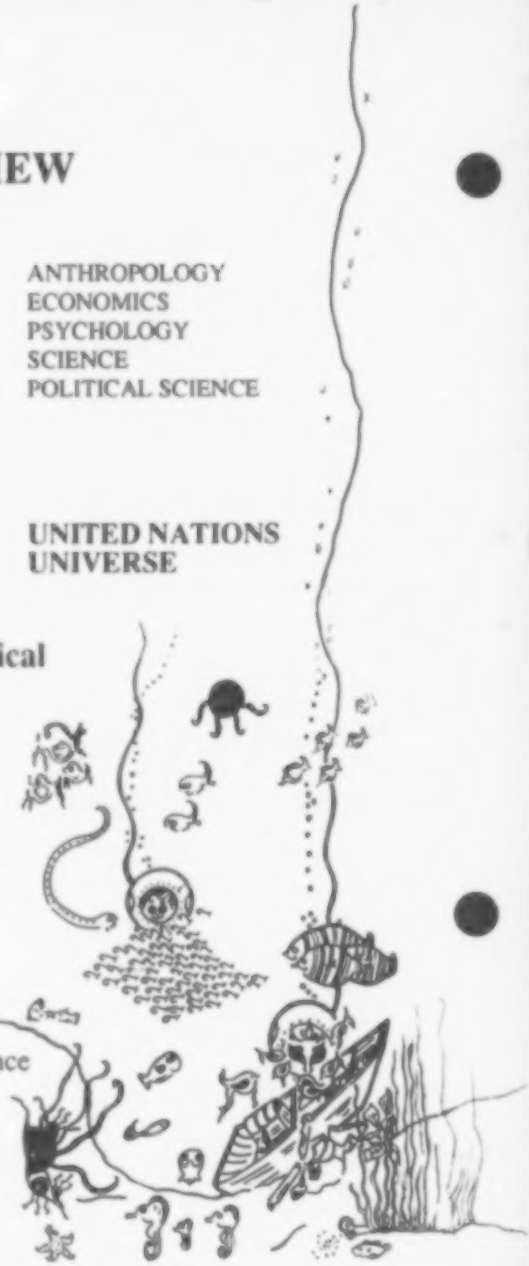
4 **SOIL** - plant life home, source of minerals and food substances

5 **MINERALS** - chemicals and gems (life nourishing)

6 **FORESTS** - wood, wood products, chemicals, animal habitat

7 **WILDLIFE** - wild plants and animals needed for chemical balance

8 **OCEANS** - food, chemicals, cool planet, transportation, leisure



AREAS OF STUDY

1 **FAMILY** - kinds and structures; extended; family of man

2 **COMMUNITIES** - neighborhood; city; farm; ranch and country life; urban and suburban

3 **CULTURAL HERITAGE** - religions; holidays and celebrations; communication and fine arts; sciences

4 **ENVIRONMENTS** - ecology; geography; natural resources; landforms

5 **GOODS AND SERVICES** - basic needs and wants; consumer education; income; budget; taxes; spending and saving

6 **WORK WORLD** - Professions; service workers; jobs and labor force; unions; rights

7 **WORLD COMMUNITY - OTHER PEOPLE**: culture; customs; mores; languages; foods; crafts; games; governments; third world; cultural and student exchanges

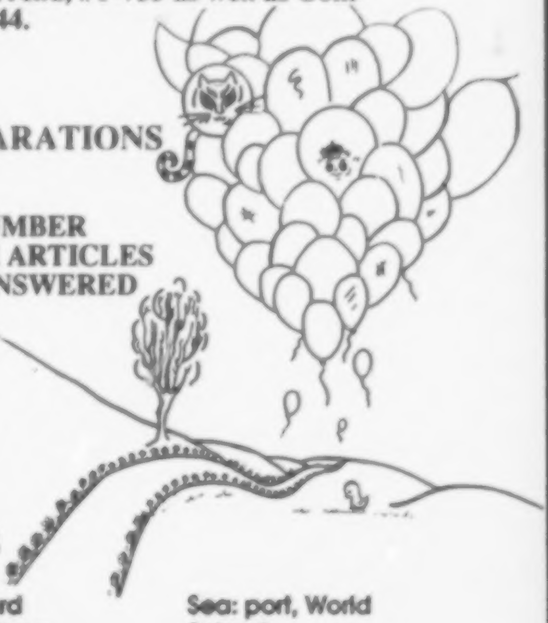
8 **HUMAN RELATIONS** - cooperative efforts; competition; conflict & cooperation; human rights; emerging democracies; United Nations
9 **HISTORY** - of U.S.; of civilization; time line; freedom of religion; freedom from nobility; titles; caste; Bill of Rights; Constitution
10 **GOVERNMENT** - laws and rules; civil war; leaders & heroes; democratic process; voting; citizen & citizenship; Washington, D.C.
11 **COMMUNICATION** - mass media; advertising; propaganda; passive resistance
12 **TRANSPORTATION & TRAVEL** - land; air; sea; trade; cultural exchanges
13 **STUDY SKILLS** - maps; graphs & atlases; glossary; World Almanac; research & specialized dictionaries; other resources; **SQ3R** Study Method, (Survey, Question, Read, Review, Recite).

BUILDING A CITY

1 **Use the "Building & House Pattern" in the blacklines for the basic form of the houses and the buildings. Write favorite around-town store names on the fronts.**
2 **Add children and community helpers through paper puppets, p.47. Make them stand up by using "Klean Clay" (from TOYS 'R US). You might even want to purchase a street design floor mat, #3938, from Lilian Vernon, Mt.Vernon, NY 10550, (914) 633-6300 or Police/Fire Sets from Tootsie Toy #1749 and #1742.**
3 **To extend activities consider SURVIVAL SIGNS from Trend, #T-735 as well as Community Workers head frames by Carson-Delosa, #CD-644.**

STUDY AND FIELD TRIP PREPARATIONS

1 **DESTINATION ADDRESS, PHONE & HOURS**
2 **CONTACT PERSON'S NAME & EXTENSION NUMBER**
3 **SPECIAL EQUIPMENT, CLOTHING OR OTHER ARTICLES**
4 **POINTS OF INTEREST & QUESTIONS TO BE ANSWERED**
5 **BASIC VOCABULARY**
6 **PRIMARY CONCEPTS TO BE LEARNED**
7 **BOOK AND RESEARCH MATERIALS**
8 **FILMSTRIPS, VIDEOTAPES & FILMS**
9 **BULLETIN BOARDS, DITTOS & BLACKLINES**

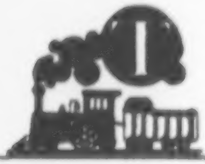


STUDY & FIELD TRIP IDEAS

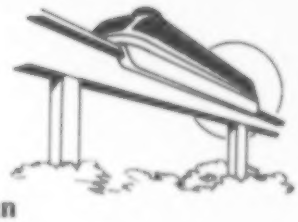
Airport
Art Museum
Auto Factory
Bank
Barber Shop
Book Publisher
Capitol City
Church
Dairy
Dental Office
Department Store
Factory
Farm
Fire Station
Florist
Forest
Fort
Hospital
Hotel
Indian Village
Insurance Office
Library
Lumber Yard
Mountain Area
Museum: arts, science
Music Center
Newspaper Office
Pet Store: Aquarium
Pharmacy
Post Office
Railroad Yard
Ranch
Restaurant
Sea: port, World
School
Science Lab
Shopping Mall
Speciality Shop
Station: Radio, TV
Synagogue
Theater
Travel Agency
Utility Company
Zoo

GEOGRAPHY VOCABULARY

Africa
altitude
Antarctica
Arctic
area
Asia
Atlantic
Australia
basin
balance of nature
bay
beach
bed (riverbed)
between
body
built
butte
canal
canyon
cargo
cape
channel
cliff
coast
continent
crater
crop
current
dam
degree
delta
desert
dike
direction
divide
distance
downstream
drainage basin
dry
dune
earth
east
Europe
elevation
environment
equator
fiord
flow
foothills
geography
glacier
globe
grow
gulf
harbor
height
highland
hill
iceberg
Indian
inland
inlet
irrigation
island
isthmus
key
lake
land
largest
latitude
line
longitude
lowland
map key
map scale
marsh
mass
measure
mesa
middle
model
monsoon
mountain
mountain peak
mountain range
mouth
north
North America
North Pole
oasis
ocean
ocean current
opposite
Pacific
pampa
peninsula
people
place
plain
plateau
point
pole
pollution
population
port
prairie
prime meridian
rain forest
range
rapids
reef
region
reservoir
responsibility
ridge
river
river basin
rocky
savanna
sea
seacoast
sea level
ship
shore
small
sound
source
south
South America
South Pole
steep
steppe
strait
surface
surround
swamp
symbols
tide
timber line
transportation
tributary
tropical
tropics
tundra
upstream
valley
volcano
water
waterfall
west
wet
wild
wool



MEANS OF TRANSPORTATION



Aircraft carrier
Airplane
Balloon
Barge
Bicycle
Biplane
Blimp
Boat
Bus, omnibus
Camel
Canoe
Car, carplane
Cart
Clipper ship
Covered wagon
Dog sled
Donkey
Elephant
Elevator, escalator
Flatboat
Freighter
Glider
Helicopter
Horse
Hover craft
Jet
Junks
Kayak
Lift (ski)
Llama
Monorail
Motorboat
Motorcycle
Motorhome
Mule
Omnibus
Outrigger
Ox
Paddle boat
Plane
Ricksha
Rocket
Rowboat
Sailboat
Sampan
Satellite
Schooner
Ship
Sleigh
Speedboat
Ski lift
Snowmobile
Steamship
Streetcar (Cable car)
Submarine
Taxi
Trailer
Train (Mag-lev)
Transport
Truck
U-boat
U-Haul
Van
Wagon
Water buffalo
Yak

COLLECTIONS

Animals
Artifacts
Autographs
Books
Clothing
Coins
Dolls
Flags
Graphics & advertisements
Masks
Postcards
Stamp

GIANT MAP STUDY

Find your favorite outline map of the world or U.S.A. and do the following:

1 Make a transparency.
2 Get two pieces of butcher paper about 36" x 48".
3 Tape paper together (48" x 72"). Pin this to your wall.
4 Use an overhead projector to trace the map onto the butcher paper.
5 Cut the whole thing down the center and laminate both pieces. Tape back together.
6 Put it in front of the classroom. Use washable transparency markers to put in cities, capitals, rivers, mountains, railroads, wagon trails, Indian reservations, National Parks, sports activities, government seats, products, natural resources, man-made goods, animals, the weather, etc.
7 Repeat steps #1-4. Mark the capitals and states. Color it, then laminate. Now cut each state so that you can staple or pin them to your outline map as the class studies that area.

HOLIDAYS and DATES TO REMEMBER

The American people have no national holidays as such. Each state has the authority to specify the holidays it will observe. The President and Congress designate the holidays to be observed in the District of Columbia, and by federal employees throughout the country. Any holiday with an asterisk (*) is a legal public holiday declared by Congress. Other holidays are traditional or local. (If a holiday falls on a Sunday the following Monday is usually observed.) If a date is marked with a plus (+), it is movable. Seasons are for the Northern Hemisphere.

* = declared by Congress
+ = movable date

JANUARY	01	New Year's Day*
	1/21-2/9	Chinese New Year
	+15	Martin Luther King, Jr.
FEBRUARY	12	Lincoln's Birthday
	14	Valentine's Day
	+18	Washington/Lincoln's Day (President's Day)
	22	Washington's Birthday*
MARCH	+07	Arbor Day & birthday of Luther Burbank
	17	St. Patrick's Day
	21	Spring & Easter some years.
APRIL	+	Easter - Falls on the first Sunday after the first full moon after March 21 between Mar. 21 & Apr. 25.
	+22	Secretaries' Day
		World Children's Day
MAY	05	Cinco de Mayo
	+08	Mother's Day - Second Sunday.
	+30	Memorial Day - Northern states
JUNE	14	Flag Day
	+17	Father's Day - Third Sunday
	+21	Summer (22, 23)
JULY	04	Independence Day*
SEPTEMBER	+	Labor Day* - First Monday
	17	Citizenship Day
	19	**U.N. INTERNATIONAL PEACE DAY**
	+22	Autumn (23, 24)
	+	Rosh Hashana & Yom Kippur
OCTOBER	12	Columbus Day
	16	Boss's Day
	24	United Nation's Day
	31	Halloween
NOVEMBER	+03	Election Day - First Tuesday
	11	Veterans' Day - Second Monday; Ntl. Children's Book Week
	+	Thanksgiving Day* - Last Thursday - Started by Washington
DECEMBER	16	Hanukkah
	+21	Winter (22)
	25	Christmas Day*

SCIENCE OVERVIEW & VOCABULARY

I **LIFE SCIENCE** - PLANTS, ANIMALS NOW/LONG AGO, ECOLOGY

II **PHYSICAL SCIENCE** - MATTER, ENERGY, HEAT, LIGHT, COLOR, SIMPLE MACHINES

III **EARTH SCIENCE**
- EARTH: LAND, ROCKS, SOIL, WATER, AIR
- SPACE: MOON, SUN, STARS, EXPLORATION
- WEATHER: TEMPERATURE, WATER CYCLE, SEASONS, (ALL CYCLES)
- FOOD: GROWING, CHAINS, DIET, NUTRITION

IV **HUMAN BODY** - SYSTEMS, SENSES, HEALTH, HYGIENE, PHYSICAL EXERCISE, SAFETY, CHILD ABUSE & DRUG PREVENTION: MR. McGRUFF PROGRAM

VOCABULARY

AGE
AIR
AMOUNT
ANIMALS
ANIMATE
ATTRACT
BACKBONE
BICYCLE
BONES
BREATH
BREEZE
BURN
CARRY
CHAIN
CHANGE
CLAW
CLOUDS
CLOSEST
COAL
CONDENSATION
CONSERVATION
DANGER
DARK
DAY
DEATH
DEGREE
DESERT
DINOSAUR
DRY
DRUGS
DYING
EARS
EARTH
ELECTRICITY
ENDANGERED
ENERGY
ENVIRONMENT
EVAPORATION
EYES
FALL
FARM
FARTHEST
FEET
FOOT
FIRE
FLOATING
FLOOD
FLOWER
FOG
FOOD
FOOTPRINT
FORM
FREEZE
FRESH WATER
FRUIT
GAS
GILL
GLOBE
GROW
GROWTH
GUST
HALF
HARMFUL
HEAR
HEAT
HEAVY
ICE
IMPORTANT
INANIMATE
INCH
IRON
KIND
KILL
LAND
LARGE
LAYER
LEAVES
LENGTH
LIGHT
LIQUID
LIVE
MACHINE
MAGNET
MATTER
MEASURE
MEASUREMENT
MEAT
MEDICINE
METAL
MR. McGRUFF
MIRROR
MODEL
MOON
NATIONAL PARK
NATURE
NIGHT
OCEAN
PEOPLE
PLACE
PLANTS
POISON
POLES
POLLUTE
POND
RAIN
REFLECT
REFLECTOR
REPEL
RESERVOIR
ROCK
ROOT
SAFE
SAFETY RULE
SALT WATER
SAND
SATELLITE
SCIENCE
SCIENTIST
SEASON
SEED
SEED COAT
SENSES
SHADOW
SHAPE
SMELL
SMOKEY BEAR
SOLID
SOUND
SPACE
SPRING
STARS
STEAM
STEM
STORED
STUDY
SUGAR
SUMMER
SUN
SUNDIAL
SUNLIGHT

SURFACE
SWIMMING
TASTE
TEMPERATURE
THERMOMETER
TOUCH
USES
WATCH
WATER
WEATHER
WEIGHT
WELL
WHOLE
WIND
WIND VANE
WINTER
WOODS
ZERO
ZONE
ZOO

LIVING SCIENCE MATERIAL

1. **Delta Education,** Box 950, Dept. SR004, Hudson, NH 03051, (800) 442-5444.

BUTTERFLIES: 5 Butterfly Larvae #55-270-0170 & 25 Butterfly Larvae #55-270-1610.
FLIES, MEAL WORMS & BUTTERFLIES: Mini-Kit with teacher's guide. #55-740-0095.
ANT FARM: Giant ant farm container with living ants #55-010-2310.
FROG: Tadpoles with frog house, food, instructions. #55-110-0296.
PAINTED LADY BUTTERFLIES: Kit includes instructions, butterfly chamber and a coupon for larvae. 25 larvae #55-716-0010 & 5 larvae #55-02-6007.
CHICKS: (Chicken eggs are NOT included). Economy incubator/Brooder. #55-090-0492.
WINDOWSILL GREENHOUSE: (and other garden supplies such as 2½" clear plastic planter cups, peat pots, modeling clay, terrarium/aquarium containers, seed assortments, soil test kits, etc., #55-070-2151.
MUSHROOMS GROWING KIT: (Just add water and watch mushrooms grow.) #55-110-0725. Shipped only during mid-Oct-June.)

ALSO:

Rocks & Minerals Collections
Leaf & Flower Press
Habitats for Small Animals (with food door)
Bug Book & Bug Bottle

SCHOOL YARD SCIENCE RESOURCE BOOKS:

Education Goes Outdoors #55-020-8614
Naturewatch #55-020-8603
Sidewalk Field Trip Grades 1-2, #55-021-2629
Sidewalk Field Trip Grades 2-3, #55-021-2630
Sidewalk Trip books have over 40 indoor/outdoor adventures.

2. **Insect Lore Company,** also has living materials. P.O. Box 1535, Shafter, CA 93263, (805)746-6047.

BUG WATCHER:________________
DATE:________________
TIME:________________
PLACE:________________
WEATHER:________________
TYPE OF BUG:________________
WHAT WE SAW:________________

____

WHAT WE FOUND OUT:__________

____

WHAT WE DID:________________

____

____

EMOTIONS*

Character Motivation

	PRIMARY	SECONDARY	TERTIARY
1	UNION	COMPLETION (whole)	CLOSENESS
	ISOLATION	SEPARATION	ALONENESS
2	POWER	CERTAINTY	ADEQUACY
	HELPLESSNESS	DEPENDENCY	INADEQUACY
3	ADORATION	RELIGIOUS	COMMITMENT
	STOICISM	IRRELIGIOUS	INDIFFERENCE
4	GLORY	TRIUMPH	SUCCESS
	DEFILEMENT	DISGRACE	FAILURE
5	ECSTASY	ENRAPTURE	PLEASURE
	AGONY	ANGUISH	PAIN
6	DESPAIR	DEPRESSION	DEFEAT
	HOPE	EXPECTATION	ANTICIPATION
7	JOY	HAPPINESS	HUMOR
	SORROW	SADNESS	ANGUISH
8	COMPASSION	EMPATHY	CARE
	BRUTALITY	CRUELTY	ABUSE
9	IDOLIZE	CHERISH	ACCEPTANCE
	ABANDON	FORSAKE	REJECTION
10	PRIDE	VANITY	SELF-WORTH
	GUILT	REMORSEFULNESS	SORRY
11	LOVE	DESIRE	LIKES
	HATE	ABHORRENCE	AVERSION
12	REVERENCE	SUBMISSION	DUTIFULNESS
	DEFIANCE	INSOLENCE	DARING
13	PEACE	TRANQUILLITY	CONTENTMENT
	AGGRESSION	RAGE	DISCONTENT
14	WONDER	AMAZEMENT	CURIOSITY
	HORROR	REPULSION	DISLIKE
15	SECURITY	SAFETY	COMFORT
	ANXIETY	PANIC	FEAR

*A work in progress - not completed.

16	ESTEEM THREAT	ADMIRATION APPREHENSION	VALUE WORRY
17	PASSION INSENSITIVE	EXCITEMENT BOREDOM	MOTIVATION APATHY
18	YEARNING DISLIKE	WANT UNFEELING	DESIRE INDIFFERENCE
19	AMOROUS FRIGID	SEXUALITY DISGUST	SENSUALITY REPULSION
20	PROTECTION VIOLENCE	CARE HURT	CONCERN DESTRUCTION
21	SYMPATHY BITTERNESS	PITY RESENTMENT	APOLOGY ENVIOUSNESS
22	ALIVENESS LETHARGY	MOTIVATION EMPTINESS	AROUSAL DEADNESS
23	UNDERSTANDING SUSPICION	TRUST IMPATIENCE	PATIENCE JEALOUSY
24	AFFECTION CRUELTY	TENDERNESS HARSHNESS	GENTLENESS VIOLATED
25	GIVING CONQUER	SURRENDER GREED	SHARING COVETOUSNESS
26	APPROVAL DISAPPROVAL	CENSURE SUICIDE	RESIGNATION CONDEMNATION
27	FORGIVENESS BETRAYAL	TOLERANCE SPITE	EXCUSE REVENGE
28	ANGER THANKFULNESS	FRUSTRATION OBLIGATION	RESENTMENT GRATITUDE
29	ZEAL DOUBTS	CURIOSITY DISAPPOINTMENT	INTEREST DREAD
30	FREEDOM IMPULSE	RESTRAINT INSTINCT	SUBMISSION COMPULSION
31	ASTONISHMENT CONFUSION	CONFOUNDED BOREDOM	SURPRISE BEWILDERMENT
32	FRIENDLINESS TIMIDNESS	CONGENIALITY WITHDRAWAL	WARMTH SHYNESS

*PRIMARY BOOKS DISPLAYING EMOTIONS**

ACCEPTANCE:	***Annie and the Old One*** *by Miles, (accepting death)* ***Arthur's Eyes*** *by Brown (accepting glasses)* ***Jim's Dog Muffins*** *by Cohen (accepting the death of a pet)* ***Nana Upstairs & Nana Downstairs*** *by de Paola (accepting the death of great grandmother)*
ANXIOUS:	***The Evil Spell*** *by Emily Arnold* ***Clyde Monster*** *by Crowe and* ***Franklin In the Dark*** *by Bourgeois (fear of the dark)* ***Gila Monsters Meet You at the Airport*** *by Sharmat* ***Jim Meets the Thing*** *by Cohen* ***The Something*** *by Babbitt*
BASHFUL:	***Shy Charles*** *by Rosemary Wells*
BORED:	***Nothing Ever Happens on My Block*** *by Raskin*
CONTENTMENT:	***Friends*** *by Heine* ***Frog and Toad Together*** *by Lobel*
COURAGEOUS:	***Sheila Rae, The Brave*** *by Kevin Henkes* ***The Balancing Girl*** *by Rabe* ***Bobo's Dream*** *by Alexander* ***Harry and the Terrible Whatzit*** *by Gackenbach*
DISAPPOINTED:	***Alexander and the Terrible, Horrible, No Good, Very Bad Day*** *by Judith Viorst*
EMBARRASSED:	***Daddy Has a Pair of Striped Shorts*** *by Mimi 0tey* ***The Ghost With the Halloween Hiccups*** *by Mooser* ***You Look Ridiculous*** *by Waber*
FRUSTRATED:	***You Are Much Too Small*** *by Betty Boegehold* ***Benjamin & Tulip*** *by Rosemary Wells*
GUILTY:	***A Bargain for Frances*** *by Russell Hoban*
HUMILIATED:	***Moog-Moog, Space Barber*** *by Mark Teague*
INSECURE:	***I Wish I Were a Butterfly*** *by James Howe* ***The Missing Tooth*** *by Cole*
JEALOUS:	***Julius, The Baby of the World*** *by Kevin Henkes* ***A Baby Sister for Frances*** *by Hoban* ***The Caterpillar and the Polliwog*** *by Kent*
KIND:	***Brave Irene*** *by William Steig* ***B-e-s-t Friends*** *by Giff* ***Crow Boy*** *by Taro Yashima* ***It's George*** *by Cohen (George is not the smartest but he is kind.)*
LOVING:	***Frog in Love*** *by Max Velthuis* ***Amigo*** *by Baylor* ***Best Friends for Frances*** *by Hoban* ***Mr. Rabbit and the Lovely Present*** *by Zolotow* ***Now One Foot, Now the Other*** *by de Paola (grandparents)*
MISUNDERSTOOD:	***Jeremy's Decision*** *by Ardyth Brott*
NERVOUS:	***Harriet's Recital*** *by Nancy Carlson*
OBEDIENT:	***Good Dog, Carl*** *by Alexandra Day*
PEACEFUL:	***The Big Book for Peace (Dutton, 1990). (More than 30 best-loved authors and illustrators respond to PEACE in this collection of stories, poems, songs and illustrations.)***
PROUD:	***The Little Pig*** *by Dunn* ***The Little Red Lighthouse & the Great Gray Bridge*** *by Swift & Ward*

	Little Toot *by Gramatky*
	Lovable Lyle *by Waber*
	Mine's The Best *by Bonsall*
QUARRELSOME:	***The Old Woman and the Willy Nilly Man*** *by Jill Wright*
	No Fighting, No Biting *by Minarik*
REJECTED:	***Lily and the Runaway Baby*** *by Shreve*
REMORSEFUL:	***A Fish in His Pocket*** *by Denys Cazet*
	The Tale of Thomas Mead *by Hutchins, RL 2 (No one can teach arrogant Thomas to read. He finally learns to read in prison.)*
REVENGEFUL:	***I'll Fix Anthony*** *by Viorst*
REVERENT:	***Arrow to the Sun*** *by McDermott*
	The Rose in My Garden *by Lobel*
	The Smallest Life Around Us *by Anderson*
SELF-CONSCIOUS:	***Weird Parents*** *by Audrey Wood*
SELF-WORTH:	***A Girl Called Al*** *by Greene*
	The Girl Who Loved Wild Horses *by Goble*
TEASED:	***The Cow That Went Oink*** *by Bernard Most*
UNRULY:	***The Day Jake Vacuumed*** *by Simon James*
VULNERABLE:	***Frosted Glass*** *by Denys Cazet*
WORRIED:	***Annie Bananie*** *by Leah Komaiko*
XENOPHOBIC:	***Company's Coming*** *by Arthur Yorinks*
	Earrings! *by Judith Viorst*
	Something Special For Me *by Williams*
ZANY:	***A Day with Wilbur Robinson*** *by Williams Joyce*
	Norma Jean, Jumping Bean *by Munsinger*
	Who's A Pest *by Bonsall*

*Including "Books for an Alphabet of Feelings" by Valerie Lewis and Monica Holmes, co-owners (along with Janice Gottlieb) of Hicklebee's Children's Books in San Jose, California, as printed in The Instructor, March 1991.

Anti-social behavior is portrayed in "**Getting Along**," K-4, teaching program that deals with teasing, bossiness, over-competitiveness and poor sportsmanship, bullying, fighting, violent play, intolerance, disrespect for others' property, and selfishness. This program is by Parker Page, Dan Cieloha with Murray Suid and the Children's Television Resource and Education Center (CTREC) programs, copyright 1990. "**Getting Along**" can be ordered through AGS. See Science Materials, Psychological Applications, p. 201.

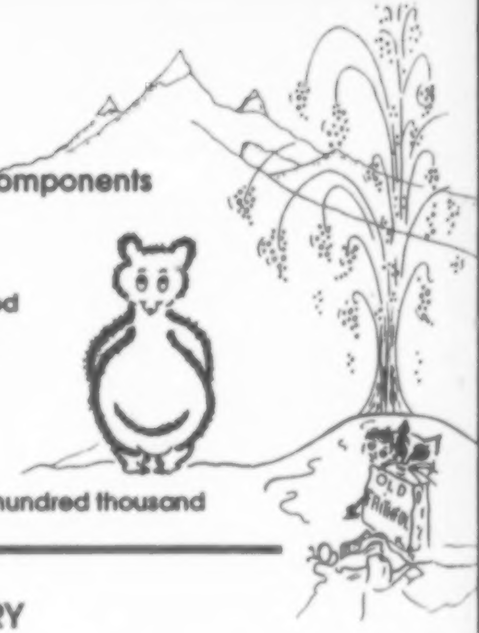
Also the following:

"**Dealing With Feelings**" Program, K-3, filmstrips, MA-506835-4. (How Do You Feel?; People Are Not For Hitting; Let's Not Laugh at People; Mistakes Can Help Us Grow.) American School Publishers.

"**Feelings**" Program, 1-6, filmstrips, MA-510059-2. (Stop Acting Like a Baby; Inside Outside; But I Don't Know How; That's Not Fair; Everyone's Afraid of Something; G-R-R-R; When I Grow Up, Many Different Me's). American School Publishers.

Other program titles from American School Publishers are:

Me and My Family
Knowing Me, Knowing You
Getting Along At School
Frances Series (Bedtime, A Baby Sister, Feelings, Bread & Jam, Birthday, Bargain, Best Friends, etc.)



MATHEMATICS Grade 3 Components

Addition to 4 digits
Bar Graph
Calendar
Computer
Decimals (adding)
Division (3 digits by 1 digit)
Fractions (to sixths)
Greater, lesser
Measurement
Money
Multiplication (by 1 digit)
Place value to 1,000
Roman numerals
Round to nearest hundred
Shapes (3 dimensional)
Subtract four numbers
Symmetry
Thermometer
Time
Times tables
Writing numbers to one hundred thousand

GRADE TWO MATH VOCABULARY

Across
Addend
Addition
After
Alike
Around
Away
Bar
Before
Begin
Belongs
Between
Buy
By
Calculator
Calendar
Cards
Centimeter
Cents
Clock
Circle
Code
Compare
Complete
Cone
Connect
Coordinates
Correct
Count
Cube
Cup
Calendar
Difference
Dime
Dollar
Dot
Down
Dozen
Draw
Drawings
Each
Eight
Ends
Enough
Equal
Estimate
Even
Factor
Facts
Families
Family
Fewest
Find
First, second, etc.
Five
Follow
Fraction
Graph
Greater
Greatest
Half
Half way
Halves
Hour
Hundred
Inch
January, etc.
Kilogram
Last
Least
Less
Lesser
Liter
Look
Many
Mark
Match
Math
Mean
Measure
Minute
Missing
Money
Month
More
Most
Multiply

*Math manipulatives from Summit Learning Co., Box 493E, Ft. Collins, CO 80522, (800)777-8817.

Nearest
Need
Next
Nickel
Nine
No
Not
Number words: one to two-hundred
O'clock
Odd
One, etc.
Order
Ounce
Own
Partner
Parts
Past
Patterns
Penny
Pick
Pictograph
Pictures
Pint
Place
Points
Pound
Pounds
Practice
Prism

Product
Quart
Quarter
Rectangle
Regroup
Rewrite
Ring
Rounding
Rule
Ruler
Same
School
Sentences
Set
Seven
Shaded
Shape
Shows
Signs
Six
Skill
Skip
Solve
Some
Spend
Sphere
Square
Subtract
Sum
Sunday, etc.

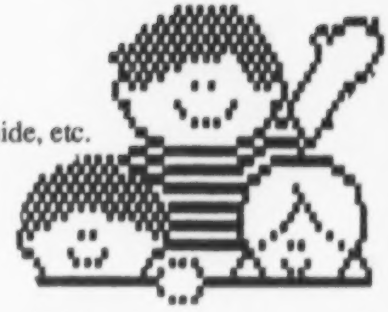
Table
Tables
Tallying
Tangrams
Ten
Tens
Test
Than
There
Think
Thirds
Three
Time
Triangle
Try
Two
Unit
Up
Use
Value
Wall
Watch
Ways
Weighs
Which
Word
Work
Write
Yard
Yes

VOYAGE VOCABULARY

Altitude
Captain
Compass
Coordinates
Credit card
Currency
Date line
Distance
Dollar
Driver
Exchange
Fathoms

International Date Line
Land miles
Latitude
Longitude
Luggage
Map
Mileage
Mileage log
Mileage scale
Miles
Miles per hour
Money

Navigator
North star
Odometer
Pilot
Sea
Sea miles
Season
Speed
Time
Time change
Time zone
Weight



COMPUTER SCIENCE

See software listings #120-#123, p.196 for educator's guide, etc.

A HARDWARE COMPONENTS

1 **COMPUTER** - CPU = Central processing unit
2 **MONITOR** - video screen
3 **KEYBOARD** - "typewriter"
4 **DISK** - plastic, paper, or metal card that records material or is recorded on
5 **MOUSE** - square box attached to computers by a thin cord that moves the cursor or arrow
6 **JOY STICK** - same as above used in games

B **SOFTWARE** - Any program stored on disks.

C **APPLE PRESENTS APPLE** - The name of the Apple Company program which teaches the beginner how to use the Apple computer.

D **KEYBOARD** - Computers have the standard typewriter keyboard pattern but with additional computer command keys.

E **ADDITIONAL COMPUTER KEYS:** (See blacklines for reproducible computer keyboard).

1 **OPEN APPLE**
2 **CLOSED APPLE**
3 **CONTROL**
4 **RESET**
5 **RETURN**
6 **UP ARROW**
7 **DOWN ARROW**
8 **RIGHT ARROW**
9 **LEFT ARROW**
10 **SPACE BAR**
11 **CAPS LOCK**
12 **ESCAPE**
13 **SHIFT**
14 **DELETE**

F WORD LIST TO USE WITH "APPLE PRESENTS APPLE"

1 BOOT - Loads the information from the disk into the computer.
2 CAPS LOCK KEY - Locks the keyboard so that only capital letters will print.
3 CATALOG - Displays the names of the files on the disk.
4 CLEARS - Cleans off the print.
5 COMMAND - Something you make the computer do.
6 CONTROL, OPEN APPLE, RESET - Hold all three of these keys to reset the program. That is, to start it or to start it over again.
7 CURSOR - The blinking rectangle, square or underline that marks your place.
8 ESCAPE - This key clears the screen and takes you to the menu.
9 LIST - Displays the commands in a program.
10 LOAD - To put the information into the computer off the disk.
11 MENU - The "table of contents."
12 RESET - Used to stop programs. Type CONT to continue.
13 RETURN - Tells the computer you have finished typing instructions.
14 SPACE BAR - Moves the cursor forward and erases as it goes. Also, tells the computer to go on with another part of the program.

F WORD LIST To USE WITH "APPLE PRESENTS APPLE" continued

16 UP ARROW - Causes the cursor to move up one line.
17 DOWN ARROW - Causes the cursor to move down one line.
18 RIGHT ARROW - Causes the cursor to move one space to the right.
19 LEFT ARROW - Causes the cursor to move one space to the left.

PHYSICAL EDUCATION

AREAS OF INSTRUCTION:

RHYTHMS
DANCE
BASIC MOVEMENTS
PHYSICAL FITNESS
GAMES
SPORTS
GYMNASTICS
STUNTS & TUMBLING
AQUATICS
COMBATIVES - 3RD
OUTDOOR EDUCATION

SKILLS

1 MOVEMENT, RHYTHMS, DANCE
2 WALKING
3 HOPPING
5 RUNNING
6 DODGING
7 LEAPING
8 TUMBLING
9 SKIPPING
4 JUMPING
10 STRETCHING
11 ROLLING
12 SLIDING
13 PUSHING
14 MARCHING
15 CATCHING
16 HITTING
17 THROWING
18 PASSING
19 BOUNCING
20 KICKING
21 BASE RUNNING
22 PITCHING
23 BASE POSITION
24 SWINGING
25 FIELDER
26 SHORT STOP
27 PITCHER
28 CATCHER
29 SCORE KEEPER
30 GOOD SPORTSMANSHIP

ACTIVITIES, GAMES & EQUIPMENT

RHYTHMS, AEROBICS
EXERCISES, MOVEMENT
APPARATUS
DANCING
SWINGS, SLIDES, RINGS,
BEAN BAGS
DODGE BALL
BALANCE BEAM, BOARDS
BASKETBALL
FOURSQUARE
HANDBALL
HOPSCOTCH, NERFS, HOOPS
HURDLES
JUMP ROPE
KICKBALL
MARBLES, "BOWLING," DISKS
PARACHUTE PLAY
RACES, RELAYS
SOCCER
SOFTBALL
TETHER BALL
GROUP GAMES
VOLLEYBALL (BOUNCE)
CALISTHENICS, TUMBLING
SPECIAL EQUIPMENT:
  HURDLES
  CONES
  PORTABLE HOOP (BASKETBALL)
  PARACHUTE
  HOOPS

TIP: One-inch wide plastic ribbon works well for team colors. A medium-size beach ball can be used for "hitball" a form of baseball for primary grades.

PART II

READING

A WHOLE LANGUAGE LESSON PLAN OUTLINE

The plan includes literature-based reading, cooperative groups, cross curriculum, hands-on activities with music and art as well as writing and performance.

1 **INTRODUCTION** - Discuss selection, show pictures, develop curiosity.

2 **AUTHOR** - Discuss the author. Try to make the author real and let the children know the author wants them to listen.

3 **VOCABULARY** - Words on board or flash cards for a variety of activities which could include games, races, or topical words, brainstorming and webbing.

4 **SETTING** - Guided imagery into the story using their five senses with mention of the time and history period.

5 **CHARACTERS** - Introduce main characters. Set up a question.

6 **READING TEXT** - Alternate a variety of ways to read, such as by the teacher, a solo in front of the room, a duet or trio, or with a mic.

7 **REVIEW & QUESTIONS** - Include illustrations, story elements, character motivation and the moral or lesson involved.

8 **ILLUSTRATING** - Use a variety of papers, media and purposes.

9 **MUSIC** - Play theme type music. Listen while doing art work. Good time for peer language exchange and conferences.

10 **ART DISCUSSION** - Talk about color, shape, composition, form, details.

11 **CROSS CURRICULUM** - Study of related materials in science and social studies. Extended reading in related literature.

12 **WRITING** - Input is now solid so it is time to write. Do so as a class dictating to the teacher who writes it on the board or chart, with a partner, dictated individually or in groups. Choose a tangent topic to the original selection read.

13 **CONFERENCES** - Set up a writing conference with each student.

14 **READING** - Partner reading. Peer collaboration and group editing.

15 **EDITING** - Allow more time for revisions and copying product.

16 **PERFORMANCE** - Performance reading to cooperative group, class, room next door, last year's teacher, etc.

READING DECODING: COMPONENTS

1 READINESS - Left & right
Top & bottom
2 AUDITORY DISCRIMINATION
3 VISUAL DISCRIMINATION
4 SIGHT VOCABULARY
5 INITIAL CONSONANTS
6 MEDIAL CONSONANTS
7 ENDING CONSONANTS
8 BLENDS
9 DIGRAPHS
10 PHONOGRAMS, RHYME
11 SHORT VOWELS
12 LONG VOWELS
13 - r CONTROLLER
14 - l CONTROLLER
15 - u CONTROLLER
16 - w CONTROLLER
17 SILENT LETTERS
18 STRUCTURAL ANALYSIS:
19 PREFIXES
20 ROOT WORD
21 SUFFIXES
22 COMPOUND WORDS
23 CONTRACTIONS
24 POSSESSIVES
25 SINGULAR/PLURAL
26 SYLLABICATION
27 ACCENT
28 DICTIONARY SKILLS:
29 ABBREVIATIONS
30 ETYMOLOGY
31 MULTIPLE MEANINGS:
32 LITERARY
33 TECHNICAL
34 SCIENTIFIC
35 SYNONYMS, ANTONYMS
36 HOMONYMS
37 VOCABULARY DEVELOPMENT

REFERENCE & STUDY SKILLS

1 ALPHABETICAL ORDER
2 BOOK PARTS
3 BIBLIOGRAPHY
4 CONTENTS, TABLE OF
5 COMPUTER LITERACY
6 DATA BANKS: MODEMS
7 DIRECTORIES: DIRECTORY OF DIRECTORIES, PUBLISHING, MEDICAL, ORGANIZATIONS
8 DEWEY DECIMAL SYSTEM
9 DICTIONARY: (LARGE DICTIONARIES GIVE THREE MEANINGS: LITERARY, TECHNICAL & SCIENTIFIC); MEANINGS, GUIDE WORDS, ETYMOLOGY, AND DIFFERENT KINDS OF DICTIONARIES
10 DIRECTIONS, FOLLOWING
11 ENCYCLOPEDIAS
12 GLOSSARY
13 GRAPHS, TABLES, DIAGRAMS
14 INDEX
15 ILLUSTRATIONS, USE OF
16 LIBRARY SKILLS: CATALOGS, REFERENCES, DEWEY DECIMAL SYSTEM, LIBRARY OF CONGRESS HEADING CATALOGING, MACHINES & A/Vs
17 LISTENING SKILLS
18 MAPS, CHARTS, GRAPHS
19 MEMORY TECHNIQUES
20 MICROFICHE
21 NEWS READING/PROPAGANDA
22 NOTE TAKING
23 ORGANIZING INFORMATION
24 OUTLINES
25 PERIODICALS: RESEARCH
26 RATE OF READING ADJUSTMENT
27 REFERENCE MATERIALS & MACHINES: BIBLIOGRAPHIES
28 RESEARCH TECHNIQUES
29 SKIMMING: SCANNING
30 SEARCH & COPY
31 STUDY TECHNIQUES
32 SUMMARIZING
33 SQ3R: SURVEY, QUESTION, READ, REVIEW & RECITE
34 TESTING SKILLS
35 THINKING: ANALYSIS & SYNTHESIS
36 TIMELINE: TABLES

THE READING LESSON

60 Minute Session

1 **PHONICS STUDY**
  - 10 minutes
  - follow a phonics outline
  - use chalkboard, flip & flash cards, wheels & games, etc.

2 **VOCABULARY STUDY**
  - 10 minutes
  - study the words of the story **BEFORE READING** the story
  - use a variety of methods including kinesthetic and tracing tough words on the arm
  - alternate occasionally with basic sight vocabulary

3 **READ A STORY, PLAY, POEM, ARTICLE**
  - 20 minutes
  - if the selection is long cut it into parts
  - use motivational techniques and prereading strategies
  - usually begin reading to answer a question
  - alternate textbooks with literature and living language
  - skip boring or too difficult sections
  - perform DRAMATIC READINGS during the session so that emotional bonding takes place between the readers and the story characters
  - feed "nonreaders" vocabulary and demand group politeness
  - change the method of reader choice often, see p. 79

4 **COMPREHENSION**
  - 15 minutes
  - needs to be taught in conjunction with what has been read and separately, ALSO, to build individual skills
  - end a reading period, if possible, with something about the story using your "after" techniques of summary, lesson, application, and so forth

MY BELIEF IS THAT ALL PRIMARY, AS WELL AS ALL INTERMEDIATE, TEACHERS SHOULD TEACH ALL FOUR PARTS OF A READING LESSON EVERY DAY.

Check list:

1 Eyes and ears need to be checked that they are working properly.

2 Give value to the lesson–intrinsic and extrinsic.

3 Give meaning to words being learned. Use them in a **living context.**

4 A word or speech unit MUST be isolated from all other stimuli by some form of pointing. Children need to point or underline or "cursor" words as they read them and while others are reading, also. If the book is laid flat on the table or lap and held with the left hand while the right hand is pointing, most behavior problems CEASE.

5 The teacher must model the pointing behavior. It is also helpful if during the first month of reading the teacher holds the book so that the group can see EXACTLY where he/she is pointing. Also no excuse for lost place! With slow groups I would model the full year.

6 REPETITION is usually the key to most learning so the words need to be repeated. Traditionally the same thing was read more than once and only one or two books were read each year. I prefer using twenty or thirty different grade level or near grade level books in the same year. That is, a second grade class can read ten first grade books by way of review, nine second grade books and one third grade book at the end of the year as well as ten non-graded literary books. To do this the teacher will have to participate in the daily reading to "move" things along. To get the books the teacher will have to scour the school district book rooms for textbooks and be willing to cart and carry them. (Tip: Tie them in bundles of six.)

7 **Sending the books home for homework reading solves many difficulties.**

The **EAR** must **HEAR** and the **EYE** must **SEE** the word symbols **SIMULTANEOUSLY** before the physical act of reading takes place. The **MIND** must attach **MEANING** before the "mental" act of reading takes place. The memory must try to absorb what is presented and retain it. If there is NO MEANING ATTACHED THE MEMORY WILL DISCARD THE UNIT AS IT IS USELESS or of no value to the learner. Also, the learner must "want" to remember or have a mind set of "MEMORY ON" before memorization takes place. See the figure below.

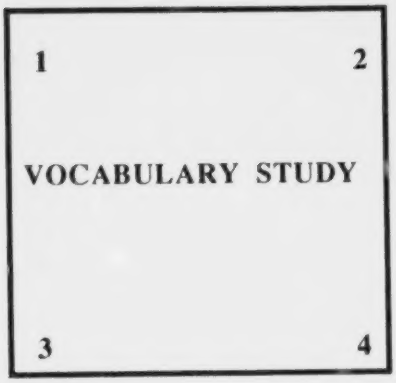
READING ACT

1 PHONICS

- a hears
- b says

2 WORD

- a sees symbols now
- b writes letters later



3 MEANING

- a first = this context
- b second = other context

4 MEMORY

- a each part
- b the whole thing

A problem of the phonetic reading approach was isolated, nonmeaningful, extensive repetition of sound units and the **"little eyes"** wandered slowly away into boredom. A problem of the whole language, literary/poetic approach is that the joyful musical incantations are quickly learned WITHOUT the symbol attached. Thus the early reader "reads" the pages without looking at the words.

The job of the nutritionist is to **BALANCE** the diet. The job of the ecologist is to **BALANCE** the environment. The job of the teacher is to **BALANCE** the components of reading. To do this the teacher **MUST SPEND TIME IN PREPARATION FOR THE READING LESSON.** The materials must be planned, laid out in sequence of use and varied daily. During the lesson he/she demands quiet, eye and ear attention and that hands are busy holding and pointing. Meaning is attached to symbols and all forms of repetition are employed as well as a variety of contexts, from cereal boxes to dictionary reading. Reading period is the pupil's most difficult daily work.

Today's teachers must MAKE THEIR OWN PLANS FOR THE PHONICS LESSONS AND COMPREHENSION LESSONS AS NO ONE BOOK, MANUAL OR PROGRAM IS BEING FOLLOWED and there is, also, an abundance of supplementary and cross-curriculum materials.

See, also, the blacklines for **SCHEDULE AND LESSON PLAN - SPECIAL READING PROGRAM** p. 245. This sheet can be used for reading groups as well as for those who are doing reading remediation. Further information on the teaching of reading can be obtained through your curriculum library or the local library. Most local libraries carry a section in the children's area regarding "Literacy Acquisition" (learning to read).

PHONICS OUTLINE

1 CONSONANTS

(B = buh, C = cuh)

b as in	ball
c	cat
d	dog
f	fun
g	go
g	George
h	hat
j	jump
k	kick
l	look
m	make
n	new
p	pot
q (qu)	quick
r	ran
s	saw
t	to
v	voice
w	wagon
x (ex)	exit
y	yes
z	zoo

2 BLENDS

bl as in	blue
br	brown
cr	cry
cl	clown
dr	drop
fl	flower
fr	frog
gl	glass
gr	green
pl	play
pr	price
sc	scale
sl	slow
sp	spot
st	stay
tr	tree
dw	dwarf
sw	swing
tw	twin

2 BLENDS cont.

qu (kw)	queen
str	street
spr	spring
scr	scream
thr	throw
squ	squash

3 DIGRAPHS

sh	shop
th	the, thumb
wh	when
ch	chair

4 LITTLE WORDS inside of others

an	can
ear	fear
art	start
all	call
at	bat
in	tin
on	pond
east	beast
oil	boil
ill	pill
or	for
ore	more
ice	mice
ox	fox
ax	tax
and	sand
out	shout
it	sit
age	cage
oat	boat
old	cold
am	ham
eat	seat
ate	rate
ant	plant
end	send
ink	sink

4 LITTLE WORDS cont.

up	cup
as	fast
us	bus

5 RHYMING WORDS

see	**me**	**three**
say	**day**	**tray**
blue	**few**	**moo**
stick	**Dick**	**trick**
can	**tan**	**van**
lock	**block**	**rock**
sand	**hand**	**land**
pet	**bet**	**set**
bite	**fight**	**sight**
could	**wood**	**stood**

6 PHONOGRAMS

ad as in	had
ake	take
ame	came
aw	saw
ay	day
are	care
ed	bed
een	seen
eep	keep
eel	feel
en	ten
ent	sent
et	bet
ick	Dick
ide	hide
ig	big
ight	night
ike	like
ine	fine
ing	sing
ish	fish
ite	kite
ind	kind
oon	moon
op	top

PHONOGRAMS cont.

un	run
ot	hot
ook	book

7 CONTRACTIONS
2 words made into 1

we will = we'll
she would = she'd
I am = I'm
do not = don't
was not = wasn't
that is = that's
let us = let's
had not = hadn't
it is = it's
what is = what's
have not = haven't
can not = can't
you will = you'll
does not = doesn't
he would = he'd
could not = couldn't
I have = I've
I will = I'll
I would = I'd
will not = won't
should not = shouldn't

8 SHORT VOWELS

Rule: 1 vowel in a word has the short sound.

a as in **ant, at, sad,**
e as in **bed, elf, bent**
i as in **it, is, pill**
o as in **on, not, rock**
u as in **us, cup, un**

TIP = Creature Teachers:

Annie Ant = **short a sound**
Elly Elephant = **short e sound**
Icky Indian = **short i sound**
Ollie Octopus = **short o sound**
Uggy Buggy = **short u sound**

9 LONG VOWELS

Rule: 2 vowels in a word means the first vowel has the long sound or says its name. The second vowel is silent.

Pattern 1 = two vowels together:

ai = main

ay = day

ea = meat

ee = tree

ie = tie

oa = boat

oe = toe

ue = blue

Pattern 2 = The letter "E" at the end of word makes the first vowel say its **NAME.** The magic "E" is silent.

ale
ate
ake
ame
ane
ape
ete
ite
ime
ide
ipe
ile
ome
oke
ote
ode

ole
ume
uke
une
abe
ace
ade
age
ine
ice
ike
ire
one
ore
ose
use

10 "MAGIC E"

kit	kite
hat	hate
can	cane
mad	made
Sam	same
us	use
hid	hide
mop	mope
scrap	scrape
spin	spine
cut	cute
hop	hope
at	ate
plan	plane
car	care
bit	bite
hug	huge
tub	tube
rip	ripe
pin	pine
rob	robe
tap	tape

11 COMPOUND WORDS

may be = maybe
out side = outside
in side = inside
birth day = birthday

air plane = airplane
play house = playhouse
to night = tonight
up stairs = upstairs

air port = airport
sail boat = sailboat
book case = bookcase
oat meal = oatmeal

any body = anybody
fisher man = fisherman
dog house = doghouse
after noon = afternoon

12 SILENT LETTERS

inn	n
smell	l
dress	s
night	gh
wrap	w
through	gh
half	l
knock	k
palm	l
gnaw	g
listen	t
caught	gh
knew	k
write	w
knob	k
lamb	b
sight	gh
wrong	w
hour	h
island	s
sign	g
thumb	b
knife	k
could	l

SILENT LETTER TEAMS

nn = n
ss = s
wr = r
lf = l
kn = n
lm = m
gn = n
mb = m
gh = silent

13 L SOUNDS

il or ill as in bill

el or ell as in bell

al or all as in ball

ol or oll as in doll

ul or ull as in bull

14 PH = F SOUND

dolphin phone
pharmacy photo

15 R SOUNDS

ar	car
er	her
ir	bird
or	for
ore	more
ur	turn

16 G SOUNDS

ing	king
ang	sang
ong	song
ung	hung

17 OTHER SOUNDS

oi as in oil

oy as in boy

ow as in snow

oo as in good
or moon

18 Y ENDINGS

If a word ends with "Y" say "E".

y as in snowy

ly as in slowly

ny as in funny

19 LE ENDINGS

"LE" at the end of a word is pronounced the same as "ULL" in the word BULL.

dle	candle
tle	turtle
ble	table
zle	puzzle
gle	giggle
fle	waffle

20 ROOT WORDS

The root is the part that gives MEANING.

WORD	ROOT
unmasking	mask
sending	send
unhappiness	happy

21 SYLLABLE - rules

1 There are as many syllables as vowel SOUNDS.

2 Divide between two like consonants.

apple = ap ple
matter = mat ter

3 Begin each syllable with a consonant if possible.

con tain op po site
en ter mi gra tion

22 PREFIXES

subway
return
inside
unhappy
export
produce

23 SUFFIXES

s
y
ly
ed
ing
ment

READING DIRECTIONS
Vocabulary List

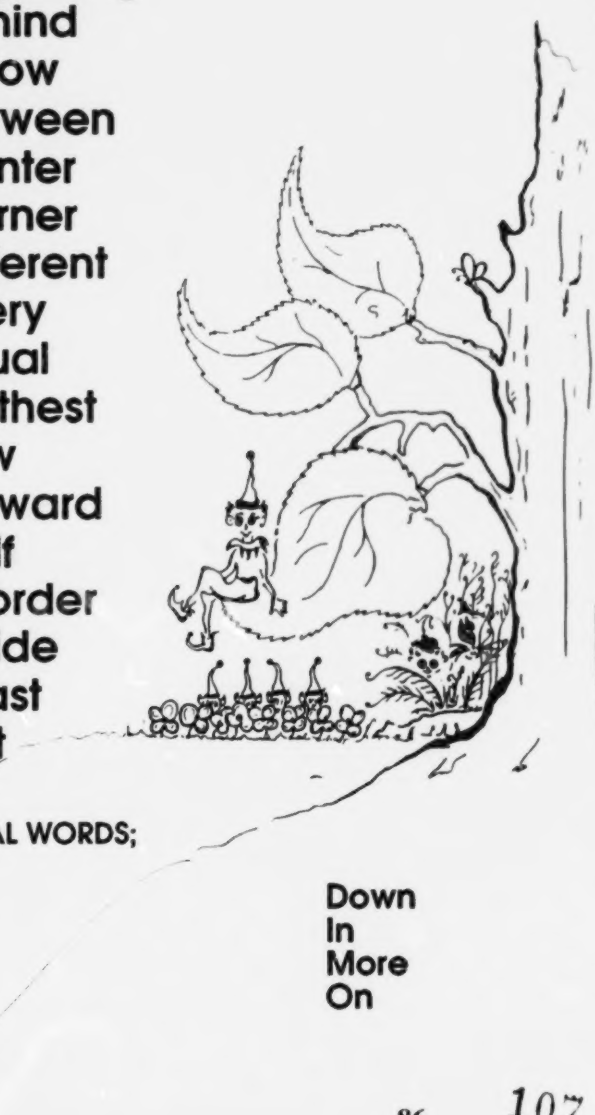
about
accent mark
add
after
answer
are
beginning
below
bottom
box
can happen
cannot happen
circle
color
contents
contractions
could
cut
dark sentence
dark word
directions
draw
each
end
endings
fact
few
find
first
first sound
follow
form
from
front
have
how
idea
in
letter
lines
main
mark
might
missing
most
most likely
must
name
new
next
not
number
order
paste
pick
picture
place
put
question
read
rhyme
right
ring
root
root word
same
select
selection
sense
sentence
shorter
show
sound
stands for
stories
story
subtitles
syllables
table
tells
titles
underline
use
vowel sound
which
word
write

COMPREHENSION - SKILLS & TASKS - (C0GNITION)

Abstraction, regrouping
Allusions and symbols
Analogy
Analyze, reposition
Application
Arrange
Assemble
Assess
Calculate
Categorize, classify
Cause & effect
Character analysis: creation, motivation, empathy
Chronological or spatial order
Classification: categories, groups
Collect
Comparison: match, contrast
Comprehend, understand,
Conclusions
Connotation
Construct
Context clues: meaning, word decoding
Create, compose, author
Criticize, critique
Deduce
Define
Demonstrate
Denotation
Describe, discrimination
Design
Details: who, where, why when, how/many, which
Develop
Diagram
Differentiate
Directions: following, terminology
Discuss
Distinguish
Emotional reactions: motivation, affective states
Employ
Enumerate
Estimate
Evaluation (social value)
Events
Exaggeration, hyperbole
Examine, explore, probe
Exhibit, show, model
Experiment
Explain, teach, instruct
Exposition
Fact, fantasy & opinion
Facts, locating information
Figurative language: idioms, metaphors, similes
Formulate
Generalization, universal, law
Hypothesize, formulate
Ideas: main, subordinate
Identify, label
Illustrate, map, graph, chart, picture, cartoon
Imagine (nonsensory)
Incorporate
Inference, implication, meaning
Integration, personal
Interprets: uses, restates, paraphrases
Invent, reconstruct, change
Investigate
Judge
Know
Law, plan, order, importance
Lesson: moral, ethic, intent
List, inventory
Locate
Measure
Memorize
Mood: tone, ambiance
Multiple meanings
Name
Note taking
Observation
Organization, systematize
Outline, condense
Personification
Plot: story structure = conflict & confrontation, climax & resolutions problems & solutions
Point of View
Practices
Predicting outcomes /factors
Prioritize (criteria)
Process recognition (systems & procedures)
Produce
Pronoun referral (referents)
Propaganda, advertisement
Propose
Punctuation and meaning
Purpose recognition -Author's
Question
Recall, remember, retrieve
Recognize bias and propaganda
Recommend
Record, store
References & notations
Relationships: relating to others
Relevant & irrelevant
Report
Restate, recount, retell, relate
Review
Revise
Scrutinize
Select
Sensory imagery (visualization) & sensing
Sequence of events
Setting: restrictions, implications
Simulate
Solve
Sound words
Specify
Structure
Summarize: precis, scenarios
Survey
Synthesize
Systematize
Terminology: glossary, index
Test
Theory (hypothesis)
Time: historical period, chronology, flashbacks, warp, framework
Titles: significance
Transform
Translate
Understatement
Value
Word study: definition, meaning, derivation, synonyms, antonyms, homonyms, rhymes, root & affixes
Word choice
Writer's techniques: style, characterizations, word choice, word patterns, point of view

BASIC THINKING CONCEPTS: SPACE, QUANTITY, TIME, MISC.

1 Above
2 After
3 Alike
4 Almost
5 Always
6 Around
7 As many
8 Away from
9 Beginning
10 Behind
11 Below
12 Between
13 Center
14 Corner
15 Different
16 Every
17 Equal
18 Farthest
19 Few
20 Forward
21 Half
22 In order
23 Inside
24 Least
25 Left
26 Medium
27 Middle
28 Most
29 Nearest
30 Never
31 Next to
32 Not first
33 Not last
34 Not many
35 Other
36 Over
37 Pair
38 Right
39 Row
40 Second
41 Separated
42 Several
43 Side
44 Skip
45 Some
46 Third
47 Through
48 Top
49 Whole
50 Widest



ADDITIONAL WORDS;

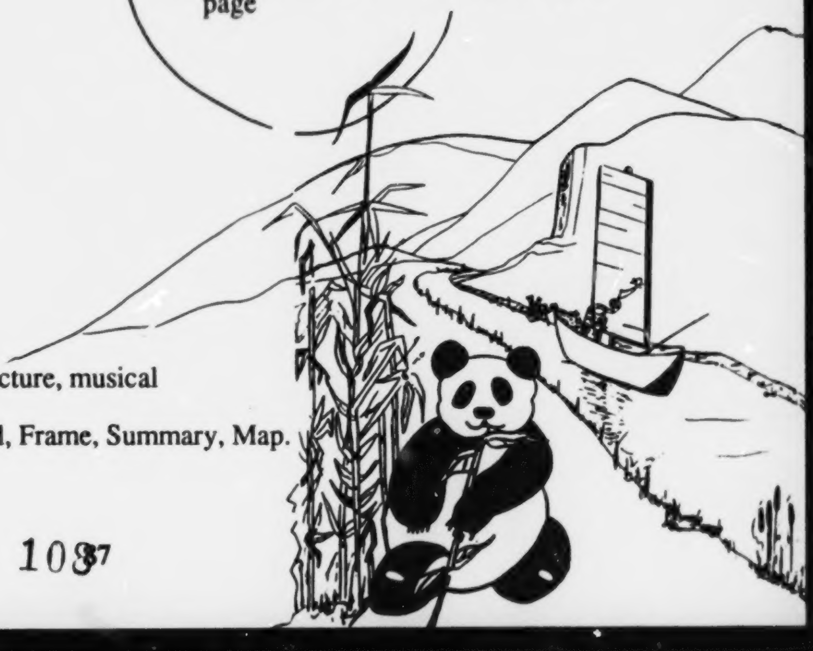
Again
Beside
Bottom
Close
Down
In
More
On
Open
Outside
Under
Up

TEACHING READING: STRATEGIES

Word, phrase, sentence cards or strips
Games, wheels, boards, idea boxes
Kinesthetic tracing
Phrase sequencing
Cloze procedure
Rebus story
Error substitution
Spoonerisms
Synonyms, antonyms, homonyms
Vowel deletion: Cn y rd ths?
Twenty Questions
Flannel boards
Semantic webbing
Readers Theatre
Burgess summary
Story ladder
Wanted poster
Charts
Book cover
Letter to author
Literary sociogram
Class sociogram for partners
Literary motivation schema
Story into presentation
Sequencing events
Retelling story (weaving)
Story telling
Duet reading
Silent reading, sustained
Dictionary word list
Partner reading
Favorite word list
Timeline
Flip cards
Pupils' own flash cards
List of rhyming words
Literary map
Typewriter talk
Picture flash cards
Picture dictionary
Tape record
Tape record writing
Setting, problem, solution
Character motivation
Evaluation
Versions
Compare and contrast
Transform story: drama, news, poem, picture, musical
Copy story and present orally
Lit Responses: Diagram, Chart, Pyramid, Frame, Summary, Map.

ORAL READING TECHNIQUES

Teacher reads to class
One child reads three pages
Child reads as long as he likes
First one to find the page reads
Readers get to choose who is next
Child finds a part he wants to read
Child becomes teacher and runs show
Child reads one sentence only
Child reads a paragraph
Child reads one page
Partner reading at desk/room corners
The teacher reads, stopping at the difficult words. Children try to be first to say the word.
RACES!!!! Two children race each other
Free choice time
Read the page different ways
"Around the World" reading is reading around the circle, table or room
Boys read a page, girls read
Teacher reads a page; pupil reads a page. (This is excellent if the story is too difficult or time is limited.)
Read the paragraph that tells about ...
Child stands, reads formally, with the book below his/her chin
Two children read as a duet
Read a sentence backwards as well as foreword
Speed read: everyone reads as fast as he/she can
Find words: naming, describing, etc.
Group reads the sentence, paragraph, page



THE STORY: COMPONENTS, STRATEGIES & FORMS

• STUDY COMPONENTS

1 Theme
2 Main Idea
3 Events, sequence of
4 Characters: type, motivation, description of
5 Setting: Time, Place, "History"
6 Problem: Plot structure
7 Characters reaction to problem
8 Steps taken to overcome problem
9 Characters' relationships
10 Sensory experiences: imagery
11 Classification of elements
12 Various emotional reactions
13 Reader/audience reactions
14 Sequence of time, size, shape, etc.
15 Discarding irrelevant details
16 Finding important details:
    who, what, where, when, why, how/many
17 Author's point of view:
    universal values
18 Evaluation: agree/disagree
19 Author studies & other works
20 Reading similar materials
21 Book study: cover, copyright, acknowledgments, dedication, contents, chapters, credits, graphics, tables, glossary, appendix & index.

• STRATEGIES

1 Lists, web, generalize
2 Compare/contrast
3 Outline, summary, synopsis and precis
4 Descriptive adjectives
5 Action "hot" verbs
6 Relating main idea and important facts
7 Discussing evaluation
8 Predictions and outcomes
9 Cause and effect
10 Colorful speech:
    a. Idioms & slang
    b. Similes & metaphors
    c. Exaggeration & hyperbole
11 Working with the title
12 Word study
    a. define, dictionary study
    b. syllables & accents
    c. phonetic analysis
    d. structural analysis
    e. synonyms, antonyms, homonyms
13 Critique total work
14 Evaluation of your own work

• ART FORMS

1 Illustration
2 Jacket, cover
3 Advertisement
4 Diorama
5 Cartoon
6 Comic book
7 Figurine
8 Film "strip"
9 Movie: paper
10 Overhead drawing/cartoon
11 Map of story places
12 Sets & scenery: model
13 Puppet or paper dolls
14 Mural
15 Chalkboard illustration
16 Motif for T-shirt, etc.
17 Commercial design
18 Song
19 Dance
20 Dramatic presentation

• PERFORMANCE IDEAS

1 Radio script
2 Dramatic play script
3 Play reading - characters seated
4 Performed play
5 Puppet play
6 Marionettes
7 Shadow play
8 Tableau
9 Skit
10 Film strip w/cassette tape
11 Motion picture script (screenplay)
12 T.V. script w/paper "motion" pictures
13 Mime or pantomime
14 T.V. debate, etc., (any form within)
15 Recitation of story
16 Recitation of rhymed story
17 Verbalization of story illustrations
18 Ballad or song of story
19 Choral recitation
20 Dance or Musical (use known melodies)

• STORYTELLING

1 Read the story several times.
2 Use guided imagery to establish the setting using all 5 senses.
3 Summarize the story.
4 Tell the story using a variety of colorful words throughout.
5 Try to copy the author's style.
6 Watch audience & pause as needed.
7 Keep plot defined; fast action.
8 Small children like repetition.
9 Older children like hero stories.
10 RELIVE story **with** your audience.
11 Story should be learned & presented as well-learned episodes or "pictures."
12 Create emotional bonding. Make the character seem as if he/she/it were a student in your **classroom.**

• BASIC FORMS OF LITERATURE

I POETRY
II PROSE
  A Novel
  B Short story
  C Drama: Comedy, Melodrama, Musical, Opera
  D Nonfiction: essay, biography, autobiography, criticism, diary, review, report, documentary

- **FICTION**

1 Fable, myth,
2 Folklore
3 Narration
4 Fairy Tale
5 Comic book
6 Novel
7 Story
8 Parable
9 Allegory
10 Legend

- **GENRE** or type

1 Historical
2 Gothic/love
3 Social statement
4 Mystery
5 Comedy
6 Western

• ELEMENTS OF LITERATURE

A Characters
B Plot
C Theme or statement
D Style

A Characters must have motivation. They must also have their setting or the world in which they live: time, place and history.

B Plot equals a series of events. It has a beginning, middle & end.

The author leads us from a character with a problem to a character facing his problem to a character overcoming or being overcome by his problem.

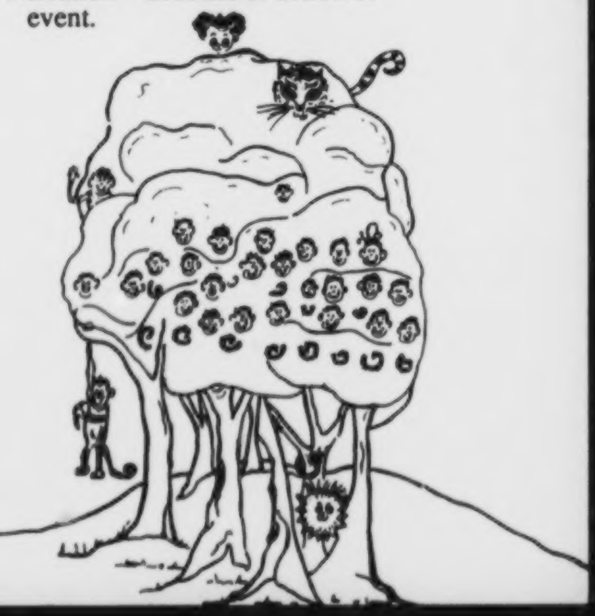
A story has:
  1 Exposition
  2 A rising action
  3 A climax
  4 A denouement

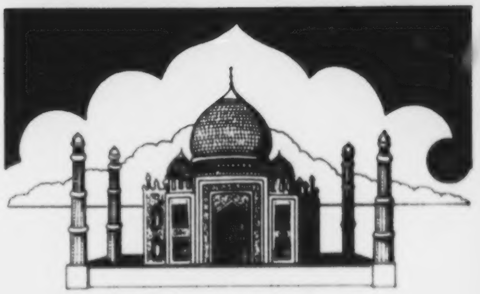
C Theme = the basic idea expressed by the work, statement or lesson.

D Style = use of words

• KINDS OF DISCOURSE

1 Exposition = answers question
2 Argument = tries to convince
3 Description = pictures
4 Narration = account of action or event.





TEACHING THE STORY

OUTLINE

PREPARATION
PREVIEW
- PRECIS AND PREDICTION
- CHARACTERS
- SETTING: Place, Time, History
- VOCABULARY STUDY
- GUIDED IMAGERY (using 5 senses)

PRESENTATION
REVIEW
RECITATION & DISCUSSION
- SETTING
- CHARACTERIZATIONS (including motivation)
  - Physical
  - Social
  - Emotional
  - Intellectual
  - Ethical
- PLOT: Problems & Solution - Who, what, where, when, why, how: solution attempts
- RELATIONSHIPS, SEQUENCES
- MAIN IDEAS & IMPORTANT IDEAS
- VALUES & CHARACTER GROWTH

SUMMARY - 5 areas
1 INTRODUCTION
2 PROBLEM
3 SOLUTION ATTEMPTS
4 SOLUTION
5 RESOLUTION

CRITIQUE:
- VALUES & LESSONS OR THEME
- AGREE OR DISAGREE

EXPRESSION - hands-on activities about the story

WRITING	DANCE
SPEAKING	MUSIC
ART FORMS	MIME
THEATER	COMMERCIAL PRESENTATIONS

VERBALIZATION
Forming into words what has been formed by their hands & body. Children dictate this. Dictated material edited, typeset & printed.

PUBLICATION - add copyright information
- READING OR PERFORMING WHAT THEY WROTE

SELF-EVALUATION
- INCLUDE POSITIVES & NEGATIVES
- USE AS A FORM OF LEARNING & CLOSURE

THE STORY - Example Lesson

PREPARATION	Read/review your story. Choose main idea vocabulary. Put on board, strips, flash cards.	**wolf, hide, hood, food, basket, to**
PREVIEW		
1 **Precis**	"Today we are going to read **Little Red Riding Hood** illustrated by Coogan. The pictures are very small but this is a very popular fairy tale. This is about a girl whose mother had her take some food to her grandmother.	**title** **(author)** **illustrator** **genre/form** **plot**
2 **Characters**	"Little Red was her name as she usually wore her horseback riding jacket that was a very bright crimson-red and had a huge hood which covered her head from rain & wind. Like many good actions hers was stopped by something bad...evil. That was the BIG, BAD, WOLF!	**who - emotional bonding** **what - problem**
3 **Setting**		
a **Place** b **Time** c **History**	"Red lived in the mountain forests and this story takes place many, many years ago, even before cars and phones. In those days families lived within walking distance of each other. Many men chopped wood for their fires."	**where** **when**
4 **Vocabulary**	This is a good time to get the words on the board if you have not already. Say them and have children repeat them after you while both look at each word. Discuss one or two of the words for meaning. Have some children try to say all the words without your help. You might want to include a phonetic or structural analysis of a few words. Don't spend too long laboring over words.	**visual** **auditory** **reading comprehension** **performance** **visual** **auditory**
5 **Guided Imagery** 6 **Prediction** (Let class set this up)	"Now let's take a big breath of sweet pine-smelling mountain air and let it out slowly. We are going up into the mountain tops where few people live but many animals live here including the deer, the coyote and the timber **wolf.** It is beautiful here with its blue, blue sky, blue lakes and blue birds all bathed in warm golden sun. We hear the rat-tat-tat of the woodpeckers and somewhere near is a stream babbling over the rocks. We find the stream and drink the pure snow water."	**smell** **see** **feel** **hear** **taste**
PRESENTATION	The story is presented. This could be a book, filmstrip, video, tape cassette or record, movie or stage play. These are good reinforcements. **IF YOU READ IT, BEING DRAMATIC IS A MUST!**	**media**

THE STORY*

Example Lesson Continued

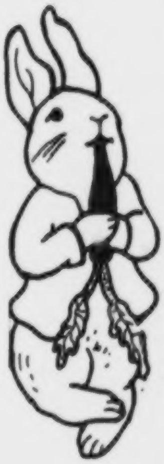
REVIEW	Teacher recaps what has been seen and heard in one or two sentences. "Red Riding Hood wanted to take food to her grandmother but a bad wolf tried to get her GRANDMOTHER...and LITTLE RED RIDING HOOD HERSELF! He was a bad wolf but he was stopped by a kindly woodcutter."	**Main ideas**
RECITATION & DISCUSSION	1 Name the story. (Characters, setting) 2 Tell about Red's walk. 3 What smelled so good as Red walked along? 4 Who was your favorite character? (slower student's question) 5 What was Red carrying? Why? 6 Who wanted the food? 7 What did the Wolf tell Red he was going to do with his teeth? 8 Who scared the Big Bad Wolf away? 9 Have you ever been scared by an animal?	**Important Details** **Setting** **Characters** **Plot: Problem** **Solution**
SUMMARY	1 Introduction - setting & characters 2 Problem 3 Attempt at solution 4 Solution 5 Resolution	**Sequence of events** **Most stories fit these 5 POINTS.**
CRITIQUE	What was the lesson or theme? Do you agree or disagree? Do you think the writer did a good job? How about the pictures? Did the characters overcome their problems or were they overcome by their problems?	**Evaluation** **Judgment**
EXPRESSION (hands on)	Rewriting** Retelling Musical*** Dance Puppetry Role Playing Paper Movie Song Cartoon Filmstrip Newscast Poem Graphic art Dance Comic book Mime	
VERBALIZATION **PUBLICATION**	After children have finished expressing themselves artistically, have them **tell or write** about their creations. They **VERBALIZE** what they have been doing. If written, the Teacher selects a few and PRINTS them. Add copyright "©" & year.	**Dictation**
PERFORMANCE	Children read what was written and show work.	
EVALUATION	How do you think you did? What have you learned? What did you enjoy doing? What would you do differently next time?	

*Be selective. **Parody " Big Blue Sailing Cap." ***Use known melodies such as "Happy Birthday" etc.

FAIRY TALES, FABLES, RHYMES, & FANTASY CLASSICS

**ABC, TROLL, JUDY and others have singles & sets
of Fairy Tale books with cassette tapes, see also p 206 #5-9.**

ALADDIN AND HIS MAGIC LAMP
ALI BABA & THE FORTY THIEVES
ALICE IN WONDERLAND
ARISTOCATS
BAMBI
BEAUTY AND THE BEAST
BILLY GOATS GRUFF
CINDERELLA
DUMBO
EAST OF THE SUN, WEST OF THE MOON
ELEPHANT'S CHILD
ELEVEN WILD SWANS
ELVES AND THE SHOEMAKER
EMPEROR'S NEW CLOTHES
FROG PRINCE
GINGERBREAD MAN
GOLDEN GOOSE
HANSEL AND GRETEL
HENNY PENNY
JACK AND THE BEANSTALK
JUNGLE BOOK
KING ARTHUR
LADY AND THE TRAMP
LITTLE RED HEN
LITTLE FIR TREE
LITTLE MERMAID
LITTLE TAILOR, BRAVE
(Also, SEVEN AT ONE BLOW)
MUSICIANS OF BREMEN TOWN
NIGHTINGALE, THE
ONE HUNDRED AND ONE DALMATIANS
PETER AND THE WOLF
PETER PAN
PETER RABBIT
PIED PIPER OF HAMLIN
PINOCCHIO
PRINCESS AND THE PEA
PUSS IN BOOTS
RAGGEDY ANN & ANDY
RAPUNZEL
RED RIDING HOOD, LITTLE
RIDICULOUS WISHES, THE
ROBIN HOOD
RUMPLESTILTSKIN
SELFISH GIANT, THE
SINBAD THE SAILOR
SLEEPING BEAUTY
SNOW QUEEN, THE
SNOW WHITE & RED ROSE
SNOW WHITE & THE SEVEN DWARFS
STEADFAST TIN SOLDIER



SWORD AND STONE
THE FAIRY
THE RED SHOES
THREE BEARS, GOLDILOCKS & THE THREE
THREE LITTLE PIGS
THUMBELINA
TIN SOLDIER, THE LITTLE
TOM THUMB
TURNIP, THE
TWENTY THOUSAND LEAGUES UNDER THE SEA
UGLY DUCKLING
UNCLE REMUS
WOLF AND SEVEN KIDS
WINNIE THE POOH, THE WORLD OF
WIZARD OF OZ

COMPILATIONS: (&/or sets)

AESOPS FABLES
ARABIAN NIGHTS (Children's version only.)
ANDERSEN, HANS CHRISTIAN: FAIRY TALES
DISNEY, WALT: CHILDREN'S & FAMILY FILMS
GRIMM'S FAIRY TALES (JACOB & WILHELM)
KIPLING, RUDYARD: JUST SO STORIES
MILNE, A.A. WINNIE-THE-POOH
PERRAULT, CHARLES TALES OF MOTHER GOOSE
POTTER, BEATRIX PETER RABBIT & OTHER TALES

FABLES:

CRYING WOLF
DOG AND THE MEAT
DOG AND WOLF
DONKEY IN LION'S SKIN
FOX AND GRAPES
GOOSE AND THE GOLDEN EGG
HARE AND TORTOISE
LOOK BEFORE YOU LEAP
MILLER, HIS SON AND THEIR DONKEY
MOUSE AND THE LION

THE TWO FRIENDS
TIT FOR TAT
TOWN MOUSE & COUNTRY MOUSE
WILD BOAR

NURSERY RHYMES:

BAA, BAA BLACK SHEEP
BYE, BABY BUNTING
COCK A DOODLE DOO!
DING, DONG, BELL
DOCTOR FOSTER
GEORGIE PORGIE
GOOSEY, GOOSEY, GANDER
HEY DIDDLE, DIDDLE
HICKORY, DICKORY, DOCK
HOT CROSS BUNS
HUMPTY DUMPTY
I SAW A SHIP A-SAILING
I SAW THREE SHIPS
I SEE THE MOON
JACK AND JILL
JACK BE NIMBLE
JACK SPRAT
LADYBIRD, LADYBIRD
LAVENDER'S BLUE
LITTLE BO-PEEP
LITTLE BOY BLUE
LITTLE JACK HORNER
LITTLE MISS MUFFET
LONDON BRIDGE
MARY HAD A LITTLE LAMB
MARY, MARY QUITE CONTRARY
MONDAY'S CHILD
OH WHERE, OH WHERE HAS MY LITTLE DOG GONE
OLD KING COLE
OLD MOTHER HUBBARD
ONE, TWO, BUCKLE MY SHOE
PAT-A-CAKE
PETER PIPER
POLLY PUT THE KETTLE ON
PUNCH AND JUDY
RING-AROUND THE ROSIE
ROCK-A-BYE-BABY
RUB-A-DUB-DUB
SEE-SAW MARGERY DAW
SIMPLE SIMON
SING-A-SONG OF SIXPENCE
STAR LIGHT, STAR BRIGHT
THE OWL AND THE PUSSY-CAT
THE QUEEN OF HEARTS
THERE WAS A CROOKED MAN

THERE WAS A LITTLE GIRL
THERE WAS AN OLD WOMEN WHO LIVED IN A SHOE
THIS IS THE HOUSE THAT JACK BUILT
THIS LITTLE PIG
THREE BLIND MICE
THREE LITTLE KITTENS
TO MARKET, TO MARKET
TOM, TOM, THE PIPER'S SON
TWEEDLEDUM & TWEEDLEDEE
TWINKLE, TWINKLE, LITTLE STAR
WEE WILLIE WINKIE
WHAT ARE LITTLE BOYS MADE OF
YANKEE DOODLE CAME TO TOWN

WALT DISNEY FILM CLASSICS, (some):

ALICE IN WONDERLAND
BAMBI
BEAUTY AND THE BEAST
BENJI
CINDERELLA
DUMBO
FANTASIA (MUSIC)
JUNGLE BOOK
LADY AND THE TRAMP
LITTLE MERMAID
MARY POPPINS
OLD YELLER
OLIVER AND COMPANY
ONE HUNDRED & ONE DALMATIANS
PETE'S DRAGON
PETER PAN
PINOCCHIO
RESCUED DOWN UNDER
ROBIN HOOD
ROBINSON CRUSOE
SEAL ISLAND
SLEEPING BEAUTY
SNOW WHITE AND THE SEVEN DWARFS
SONG OF THE SOUTH
SWISS FAMILY ROBINSON
THE GREAT LOCOMOTIVE CHASE
THE LITTLE MERMAID
THE LITTLEST OUTLAW
THE SWORD IN THE STONE
THREE CABALLEROS
THUMBELINA
TREASURE ISLAND
TWENTY THOUSAND LEAGUES UNDER THE SEA
WINNIE THE POOH

BLACKLINE ANALYSIS:
FABLES, FAIRYTALES
& FOLKLORE 1992

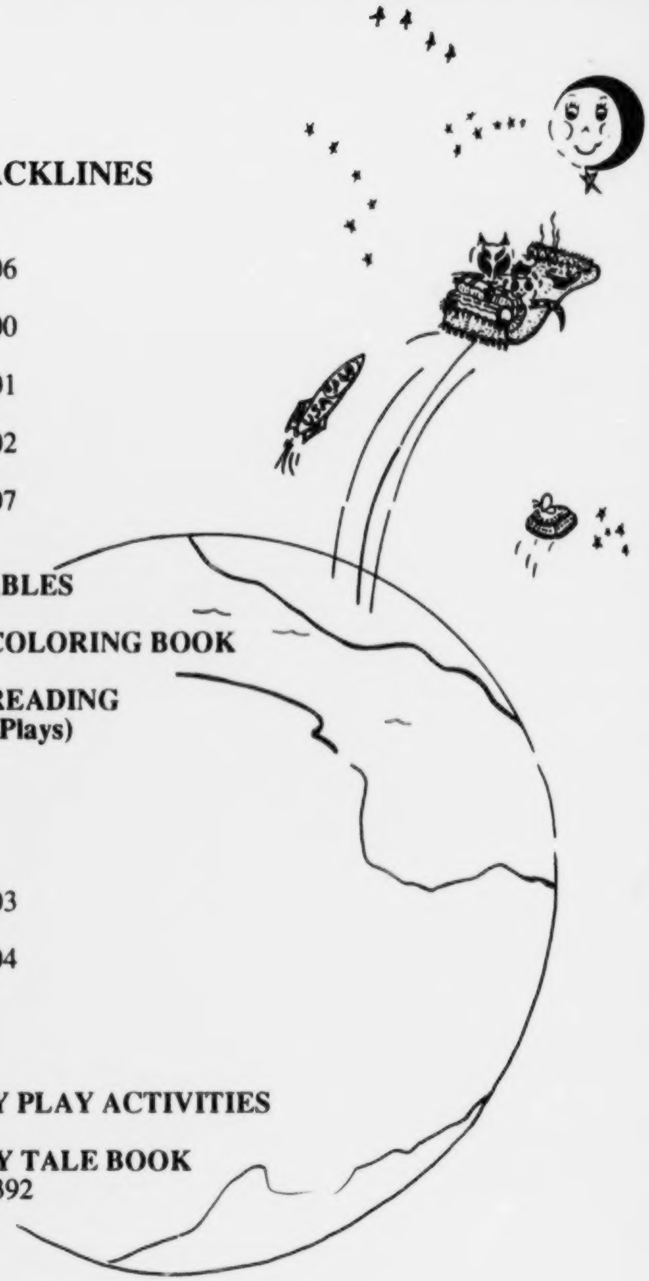
See the key on p. 97.

	STORY* - at least one full page	PLAY 2-5 pp.	PLAY - SILLY BUT W/MASKS	MASKS & HEADBANDS	SCENERY - MASKS, HEADBANDS, PROPS	MAKING FAIRY TALES BOOKS	SEQUENCING	3 - D ART & STANDUPS	ART PICS TO COLOR & ACTIVITIES	HIDDEN ART PICTURES	PHONICS	YOURS
ALICE IN WONDERLAND	8								22	8		
BAMBI												
BEAUTY & THE BEAST	8				5					8		
CINDERELLA	6.8		19		5		10		22	8	6	
CITY MOUSE & COUNTRY	20			16			7					
ELVES & THE SHOEMAKER	6			K	4		10				6	
EMPEROR'S CLOTHES	8									8		
FOX & GRAPES	20				1	17						
FROG PRINCE					4		10					
GINGERBREAD BOY (MAN)	6	9	16.K		2	14	10		7.22	14	6	
HANSEL & GRETEL	6. 8		19		3	17	10	7	22	8	6.	
	15						14	5.18		18	6	
HENNY PENNY (SKY IS)	6	9		16	12			7	14		6	
JACK & THE BEANSTALK	8.5		19		4		10	7.	18	8	6	
LION & THE MOUSE	6			16	1.	17		10				
LITTLE RED HEN	6	9		16	12		10	15	22		6	
	15						14					
MUSICIANS OF BREMEN		9			13			18				
PETER RABBIT	8									8		
PIED PIPER	8		19		3					8		
PINOCCHIO	6.8							15	22	8	6	
	15											
PRINCESS & THE PEA							10	7	7			
PUSS IN BOOTS (CAT)	8	9			4					8		

	STORY - at least one full page	PLAY 2-5 pp.	PLAY - SILLY BUT W/MASKS	MASKS & HEADBANDS	SCENERY - MASKS, HEADBANDS, PROPS	MAKING FAIRY TALES BOOKS	SEQUENCING	3 - D ART & STANDUPS	ART PICS TO COLOR & ACTIVITIES	HIDDEN ART PICTURES	PHONICS	YOURS
RAPUNZEL	15				3			15				
RED RIDING HOOD	11.8	9	19	K	2	17	10	7	18	8	6	
	8. 13	15						11	22	18		
ROBIN HOOD	8									8		
RUMPLESTILTSKIN	6.8					3	10	15	18	8	6	
	15											
SLEEPING BEAUTY	8				5				22	8		
SNOW WHITE	6.8		19		5	17		18	22		6	
THREE BEARS	6.11	9	19	K.16	2	17	10	11	7.14	8	6	
	8.15							15	22			
THREE BILLY GOATS	6.11	9		K.16	13		10	11	11		6	
	20								14			
THREE KITTENS				16								
THREE PIGS	6.8*	9	19	K.16	2	17	10	11	14*	8	6	
	13.20								22			
THUMBELINA	8					17				8		
UGLY DUCKLING	15							15				
WIZARD OF OZ	8									8		

*Also, see Fairy Tales in the index listing.
STORY MASKS by T.S. Dennison has blacklines of characters for more than 10 fairy tales .
***Evan Moore has reproducibles, **Fairy Tale Play Scripts,** #EMC 211, 218, 219, and 224. Sesame Street Stores have the **PLAY MASK BOOK** with play script and punch-out masks. Some titles are **Red Riding Hood,Wizard of Oz, Cinderella** and **Goldilocks.** Published by Watermill Press, Mahwah, NJ., Sesame Street Store, (213) 793-2100 Torrance, CA. Fairy Tale **scenery** transparencies found in Creative Teachers Press, CTP **FAIRY TALES I, II, and III.**

KEY - BLACKLINES



1 **FABLES I**
Creative Teaching Press CTP 0306
2 **FAIRY TALES I**
Creative Teaching Press CTP 0300
3 **FAIRY TALES II**
Creative Teaching Press CTP 0301
4 **FAIRY TALES III**
Creative Teaching Press CTP 0302
5 **FAIRY TALES IV**
Creative Teaching Press CTP 0307
6 **FAIRY TALES & PHONICS**
The Monkey Sisters 625
7 **FAIRY TALES, FOLKTALES & FABLES**
Creative Teaching Press 2126
8 **FAIRY TALE HIDDEN PICTURE COLORING BOOK**
Dover 23909-8Pa
9 **FAIRY TALE PLAYS FOR ORAL READING**
Curriculum Press (also has **Fable Plays**)
10 **FAIRY TALE SEQUENCING**
Frank Schaffer FS-675
11 **FAIRY TALE THEATRE**
Judy/Instructo IN8641
12 **FOLKTALES I**
Creative Teaching Press CTP 0303
13 **FOLKTALES II**
Creative Teaching Press CTP 0304
14 **FUN WITH FAIRY TALES**
Evan-Moor EMC-504
15 **FUN WITH FAIRY TALES**
Teacher Created Materials 032
16 **HEADBANDS FOR QUICK & EASY PLAY ACTIVITIES**
Evan-Moor EMC-150
17 **MAKE YOU OWN FABLE & FAIRY TALE BOOK**
Teacher Created Materials TCM-392
18 **MORE FUN WITH FAIRY TALES**
Evan-Moor EMC510
19 **PLAYS FOR KIDS**
Frank Schaffer FS-564
20 **SHORT PLAYS FOR THE CLASSROOM**
Educational Insights 2480
21 **STORY *KITS***
Frank Schaffer 317-3801, 317-38211, 378-38311
22 **LITERATURE ACTIVITIES FOR YOUNG CHILDREN**
Teacher Created Materials 303 - Art, activities & PLOT SUMMARIES.

OTHER MATERIALS NOT LISTED:

1 FLANNEL BOARD MATERIALS AND FIGURINES, TOYS, DOLLS
2 BOOK w/CASSETTE, COMPILATIONS, SINGLE COPY , PROGRAMS, BOOK SETS, RECORDS
3 COLORING BOOKS, DISNEY COLORING BOOK OR BOOKS WITH MOVIE ILLUSTRATIONS
4 VHS FAERIE TALE THEATRE FROM KNOWLEDGE UNLIMITED OR OTHER MANUFACTURERS
5 POSTERS - DISNEY STORES CARRY POSTERS. ALSO, ASK YOUR VIDEO STORE.

POETRY ACTIVITIES FOR TEACHERS AND PARENTS

1 Always read the poem out loud using exaggerated expression and emphasis.

2 Study the difficult words on chalkboard or paper. Don't worry if the students forget some of the words or if some words are too difficult.

3 Copy part of the poem, or the whole thing, for handwriting practice.

4 Have groups or all the children practice reading it out loud.

5 Break down into smaller groups and present it to the class...a duet, trio or quartet.

6 Attach a microphone to your record player or purchase a mini loud speaker set from an electronics store such as Radio Shack. Children love to use a mic. (or Rap Mics which use batteries.)

7 Tape record the presentations. Play it back to them.

8 Copy the whole poem and illustrate it using the same paper or another sheet of paper.

9 Study the word "rhyme". What does **rhyme** mean? "The ends of the words sound the same."

10 List rhyming words from the poem. Study the endings. Some look alike and some do NOT look alike but they always SOUND the same.

11 Make up two rhyming words. Put them on the chalkboard. Make up two sentences using these words at the end of the two lines.

12 Read each poem out loud. Finish it with two more sentences.

13 Put this new poem on a transparency. Copy with pen or crayon.

14 Duplicate the best copy for the whole class to illustrate in the margins.

15 Ask questions:

A WHO is involved?
B WHERE does it take place?
C WHEN did it happen?
D WHY is this happening? (Do they feel this way?)
E WHAT are the beautiful words? What changed during the poem?
F HOW did it make you feel?

16 Discuss the answers and let several children answer each question.

17 Have children memorize the poem and present it to the class, postman, etc.

18 Act out the poem. Be the animal, the wind, the cloud in the sky.

19 Write a letter to the person in the poem. Write "Mary" and ask her how her lamb is? Does he still follow her to school?

20 Teach the word **syllable.** Clap to the syllables of the poems. Begin to hear the accented syllables.

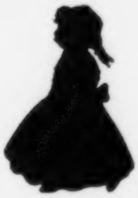
21 Say the poem in choral speech. That is, boys read some lines, girls read other lines. Use boys and girls or different groups.

22 Make a greeting card with your poem inside.

23 Make up a commercial that rhymes. Set it to music. Have a "puppet" sing to the class.

24 Teach the words "poetry," "poem," and "poet."

25 Begin a study of phonograms. For example:



ab
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26 Purchase some teaching aids about phonograms such as flip cards or games. These can be found at your nearest teachers' supply store.

27 Purchase games about rhymes or make some games to play.

28 Purchase some blackline or ditto books such as **Mother Goose,** Hayes' **Nursery Rhymes** and Dover's **Garden of Verses Coloring Book.**

29 Begin a classroom book or a child's book of poetry. Using a photo album is an inexpensive way to make a quick book. Just paste in your poems.

30 Use themes such as the four seasons, holidays or animals. Begin to write poetry about each aspect, day or animal. Add them to the book.

31 Teach the words **author** and **illustrator**. Make illustrations for the book.

32 Select a favorite song. Copy the lyrics. Study these and read them out loud. Find a record with the song and sing along with it.

33 Have **"EVERYONE BRING A POEM DAY."** Exchange poems and read them to a friend.

34 Check out or purchase a "Wee Sing" tape/record of your favorite poems.

35 Go to the local library and check out poetry books, reference books and Mother Goose books, etc. Be certain to look at their records/tapes.

36 Copy, illustrate and sing poems such as "Twinkle, Twinkle Little Star," "Mary Had A Little Lamb," "The Happy Birthday Song" and "This Land is Your Land."

37 Choose a favorite poem and make one of the following: bookmark, poster, album cover or tape cassette cover.

38 Use favorite poems as model patterns and rewrite a new poem.

39 Teach free verse, lyric and narrative poetry.

40 Have children bring anything from home that relates to poetry. Share it.

41 Bring a rhyming dictionary to school. Show the children how it works.

42 Purchase or make rhyming games for small groups.

43 Have a "Best Poem" contest. Let the class vote.

44 Submit this poem to be published. Your librarian can find addresses for you or look inside magazines in your school library for the magazine's address &/or editorial office.

45 Ask a librarian to bring the reference ***WRITER'S MARKET***, ISBN 0-89879-330-0.

46 Submit some poems to children's magazines such as **HIGHLIGHTS** or **RANGER RICK.**

47 Study and write limericks, haiku, chants and raps.

48 Make a classroom mural of favorite poetry characters and events.

49 Make a large butcher paper stuffed "doll" of Mother Goose or a character. Have one of your taller pupils lie on two sheets of butcher paper. Trace around the figure. Cut it out and color it. Stuff it and sit it in a chair. Add a name tag.

50 **Make PAPER PUPPETS.**

A Ditto your favorite poetry character for the whole class.

B Have the class color the character.

C Cut the character out from the ditto sheet.

D Fold construction paper in half.

E Glue the character along the fold.

F Cut the character out, again, going through both sheets of paper.

G Do NOT cut along the fold side.

H The character should stand up like a greeting card.

RESPONSES TO LITERATURE: ENGAGEMENT ACTIVITIES*

These activities, to be done after reading a story, were originally prepared by the Professional Development Subcommittee of the International Reading Association. The members included James M. Macon, Chair; Diane Bewell and MaryEllen Vogt. The IRA's 1989 Monograph for Local Councils/Affiliates was titled "Responses to Literature Grade K-8".

In preparing the Responses to Literature the Subcommittee took its cue from the motion passed by the IRA Executive Board in its January 1988 meeting, which read in part as follows:

> **Literature must be the foundation of the Language Arts Curriculum. Therefore, the Board of Directors endorses the replacement of worksheet activities requiring little reading and writing with the reading of and writing about fiction and nonfiction literature...**

Included in this publication were the following "Engagement Activities":

1 DISCUSSION
2 WRITING
3 STORY FRAME
4 PLOT CHART
5 STORY MAP
6 PREDICTION CHART
7 KNOWLEDGE CHART
8 STORY SUMMARY
9 STORY CHART
10 CHARACTER MAP
11 COMPARE & CONTRAST CHART
(Venn Diagram)
12 STORY PYRAMID

The author has adapted the Responses to Literature for the primary grades with the overhead transparency in mind. Thus the whole class can participate in the activities, without paperwork, as the teacher creates a walk-through.

I suggest that the teacher make transparencies and walk the class through several dozen stories before assigning group or individual work.

1 Discussion:

- Teacher is facilitator: keep it moving, promote interaction.
- Use prepared questions, create questions from student responses.
- Include all levels of thinking. Any taxonomy–Bloom, Taba Guilford, Barrett–can be of considerable value.
- Provide a "wait time," of five or more seconds before expecting a response. Explain this strategy to the class.
- If answers differ when literal, knowledge, or recall level questions are asked, consult the text to locate appropriate data.
- Try to have all students make at least one response.
- After a student responds to a question, the teacher should behave in a manner designed to advance the discussion rather than terminate it. Saying "Okay," "Um hum," "Got it," or "Thanks" will keep answers coming. Criticism or excessive praise stifle a discussion. Prompting, delving, and summarizing can aid a student in generating a thoughtful response.
- Audiotaping a discussion and subsequent analysis by the teacher/student will provide a valuable record of successful and unsuccessful discussions.

* **A reproducible form for each engagement activity is with the blacklines, pp. 234-243.**

2 WRITING:

- Let students see you struggle through the planning, writing, and revising stages of writing. Ask their advice about editorial changes they would make in your work.
- Use cooperative groups for the exchange of ideas, editing & collaboration.
- Encourage invented spelling. Use journals in a variety of ways such as diary journal, dialogue between student and teacher, group diary of happenings, exchanges between students, etc.
- Pow-wow with students in weekly writing conference.
- Display works in progress, completed works and those which demonstrate thinking rather than graphic artistry.
- Make your classroom a publishing empire. Try stapled binding of your writing paper, construction paper, any other paper, little people's books, BIG BOOKS, report folder books, "notebook" books and tiny books made from scraps. Try spiral binding, cloth binding, contact paper binding, binding with yarns, threads, paper fasteners and commercial binding including premade books.
- Use five-minute writing, partner writing, groups writing, peer/tutor writing, upper grade dictation, class dictation, homework writing and all the forms of creative and commercial writing possible. Write during Language Arts, Science, Social Studies and include research writing.

3 STORY FRAME: (p. 234)

- This is used to focus on basic story content, including setting and the main characters.
- The main characters, the setting, the major events including the problem and its solution, and the conclusion of the story are required.
- The Story Frame can be decreased or increased.
- The teacher will want to work with the students as a class or in small groups.

4 PLOT CHART: (p. 235)

- The purpose is to have the reader concentrate on the setting and the main characters while requiring them to give more verbal or written information.
- Generating the data as well as refining it through discussion provides a productive learning action.
- The Plot Chart allows greater expression of the students' language and ideas.
- The teacher will need to work closely with small groups and also, when possible, to show them how to find needed words from the book.

5 STORY MAP: (p. 236)

- Provides for story elements as well as sequencing of events and the Story Theme. (An example of a story theme would be a mother's jealousy of her daughter's beauty as in **Snow White.)**
- It is better to listen to the whole story before doing the Story Map.
- Work in small groups or with the whole class.
- Help the children decide on the main events rather than some generalization or a small detail.

6 PREDICTION CHART: (p. 237)

- Allows students an opportunity for a formal prediction of events.
- A Prediction Chart allows:
    A. Prior knowledge to be activated
    B. The purpose for reading to be established
    C. Motivation to support or refute prediction
    D. The summary to be practiced

7 KNOWLEDGE CHART: (p. 238)

- The purpose is to activate prior knowledge about a topic, to listen to or read more about that topic and to list the new knowledge.
- If no knowledge exists the teacher must build a knowledge bridge by discussing similar topics or information.
- Allow students the opportunity to read the chart to the group.

8 STORY SUMMARY: (p. 239)

- The purpose is to enable students to summarize.
- This is a difficult task for primary students, but by supporting the students in what they bring forth, the teacher can weed out the details from the main ideas or cluster similar ideas.
- The class can dictate their ideas to the teacher.
- The Story Summary can be preceded by picture sequencing and verbalization of those pictures.

9 STORY CHART: (p. 240)

- The purpose is to make readers focus on the essentials in the story, thereby increasing their comprehension and analysis of the story.
- Different "headings" can be put in the spaces.
- Characters, setting, problem, resolution and theme should always be present when analyzing the story form.

10 CHARACTER MAP: (p. 241)

- The purpose is to focus on the main characters in a story, identifying their qualities or traits based on their actions in the story.
- Although more suited as individual work for upper grade students, the children can easily dictate the answers to the map if the teacher helps them with the four character traits' spaces.
- This is also interesting to do if there is more than one character map made and then the two are used for comparisons.

11 VENN DIAGRAM - COMPARE & CONTRAST: (p. 242)

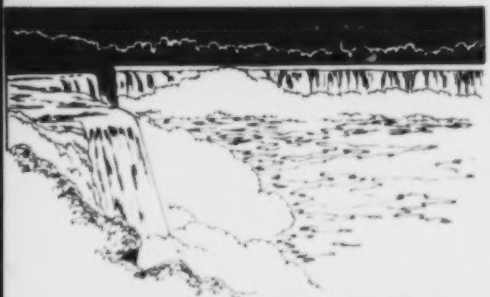
- The purpose is to enable students to increase their comprehension of a story by analyzing likenesses and differences in characters, events, and outcomes, or to compare/contrast several similar stories.

12 STORY PYRAMID: (p. 243)

- The purpose is to provide a vehicle for students to state who the main characters are, what the setting is, what the problem is, the main events in the story, and the resolution of the problem.
- The facts are dictated to the teacher.
- This is a good opportunity to have children read the information.
- The selection of the exact vocabulary needed is employed.

13 KID STORY: (p. 244)

This is a variation on the theme of primary grades' story study. It is teacher made and was used on the overhead projector with second graders.



PARTS OF A BOOK

Publication Information

Reference Book: **A Manual of Style** for authors, editors, and copywriters. Thirteenth Edition, revised. The University of Chicago Press, Chicago, 1982, page 4.

PRELIMINARIES

Book half titles (sometimes called bastard title)	i
Series title or list of contributors for frontispiece or blank	ii
Title page	iii
Copyright notice, publisher's agencies, printing history, country where printed, Library of Congress Catalog Card Number, *ISBN - International Standard Book number (if used)	iv
Dedication (or epigraph)	v
Blank	vi
(Table of) Contents	v or vii
(List of) Illustrations	recto
(List of) Tables	recto
Foreword	recto
Preface	recto
Acknowledgments (if not part of preface)	recto
Introduction (if not part of text)	recto

TEXT

First text page (introduction or chapter 1)	1
or:	
Second book half title, or first part title	1
Blank	2
First text page	3

Back Matter

Appendix (es)	recto
Notes	recto
Glossary	recto
Bibliography	recto
Index (es)	recto

A book usually consists of three major divisions: (1) the **front** matter or preliminaries (prelims), (2) the **text**, and (3) the **back matter** or end matter or reference matter. Few books have all above parts. No page number is printed on a display page or blank pages. A **recto** page is a right-hand page; a verso page is a left-hand page. Recto pages are odd numbers; verso pages, **even** numbers. To save space any recto page listed may be a verso page.

*ISBN is not included in the Reference page. The ISBN is a world-wide purchasing number.

PARTS OF A BOOK LESSON PLAN

PUBLISHING: Use 2 sheets of paper. Fold them in half. Fold them in half again. Staple the left spine. Trim the top and bottom folds off. Leave the first page for your cover and the third page for your title page. This is a fast way to make an 8 page book.

LESSON	MAIN IDEAS	DAILY WORK	ORAL/AUDITORY
FRONT COVER	Cover design Title (do later) Author's name & Illustrator	Page 1 of their own book Start w/text	Classical music
***COPYRIGHT =** Library of Congress info ISBN number =	C w/circle = © Author, date, publisher International I.D. #	Page 2 Illustration	Oral presentations "My story is about…"
TITLE PAGE	Title & Author Publisher	Page 3 Text	Silent: Conference
TABLE OF CONTENTS	Pagination= Pages 1 - 8 (Chapter titles)	Page 4 Illustration	Nature music
TEXT	Minimum of 3 sentences	Page 5 Text	Small group book discussions
ILLUSTRATION	Accompany text	Page 6 Illustration	Silent: conference
GLOSSARY	Entries: book, cover, author, illustrator, copyright, ISBN	Page 7 Text	First one finished reads their book to the class
TEXT (finish)	CONFERENCE	Page 8 Illustration	Same as above
BACK COVER	About the author Price & ISBN	FINISH UP Add title to cover/title pg.	Read: to teacher, partner, group

*A copyright is usually purchased from the Copyright Office, Washington D.C., 20559. (202) 707-3000. The Library of Congress info is from the Library of Congress, Washington D.C., 20540. (202)707-9797. ISBNs are assigned by the publisher or R.R. Bowker Co., 121 Chanlon Road, New Providence, NJ 07974, (908)665-6770.

ILLUSTRATING LESSON PLAN:

1 Find a picture you want as your model.
2 Draw an outline of it in pencil. Leave out details. Press lightly. Do NOT press hard.
3 Erase and clean it out until you are satisfied with it.
4 Go over the pencil outline with black felt pen or carbon this picture onto an art paper.
5 Mark in your detail with black &/or color.
6 Color with VERY DRY watercolor, felt pens or any color medium.

BOOK BINDING

(also p. 105)

Note: Check to see if your school or district has the following for quick easy binding of papers: 1) a heavy duty stapler for binding more then 20 pages, 2) a saddle stapler or "long arm" stapler for binding papers as magazines are bound, 3) a comb binder for punching the holes and binding with the plastic combs (manufactured by Ibico).

A PURCHASED: (slip binding, grip binding, comb binding, pop binding, and press binding)

1 "Backbones" are plastic spines which slip over the left side of your manuscript locking the pages within. SAMSILL and C-Line make these. Double check the size as it varies. C-Line sizes are as follows: 1/8" will hold 20 sheets of notebook paper, 1/4" = 40 sheets and 1/2" = 50 sheets.

2 "Quik Grip" is a type of folder which slips over about 30 sheets of paper.

3 Student "report folders" with three built in paper fasteners. You must remember to ditto or xerox on PUNCHED paper. I use these for the **students' TIGGY books.** DUOTANG manufactures these as do other companies.

4 Three-holed "pop" spines. Also, The Ideal System Poly Binder, which is made for office use, is good for hanging 12" pics or charts. It is made of sturdy plastic, has a three-hole punch system and its ends are equipped with rectangular indentations for hanging. Two nails can be used to hang it.

5 Three-holed notebook. Ask your principal to save old notebooks. This can be a way of acquiring whatever you need. (Or spiral binding if possible with comb spines.)

6 Top loading sheet protectors. These come in three types: (1) very heavy duty & expensive, (2) medium weight w/shiny surface and medium cost, (3) inexpensive with a pebbled surface. C-Line has an economy box No.62027 w/100. K-M also manufacturers them, 8½" 11".

These sheets open at the top of the sleeve and have a three-hole spine. Many hold up to 20 sheets in one pocket. You could use a paper fastener to bind these but they look better in a report folder or notebook. Having one of these "books" in the classroom allows you to make a book in a matter of minutes if you use 8½" x 11" paper. Just slip the pages in and out at the top.The protectors should last about ten years.

7 Notebook with top load SEE-THRU COVER. Combine the top load protection inserts (#6) with this three-ring notebook that has a see-thru cover. This makes an instant book. Your top artist can make an instant illustrated cover on 8½" x 11" paper and slip it in your see-thru cover. Putting this kind of book together can be done for a class of 30 in five minutes. Some even have see-thru **spines!** Good PTA room gift.

8 Large sized paper can be covered through ACO products. Their number ACO "H" is a cloth bound hinge presstec report cover. It measures 17" x 14". One should last 20 years and costs just a few dollars. Or cut large poster board and follow directions for #C, p. 107.

9 Several companies carry premade books. See item #155 and #156 on page 198.

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B MINI BOOKS & BIG BOOKS:

1 Take three sheets of 8½" x 11" paper. Staple them together down the center from top to bottom, like a magazine. Staple them six times. Space your staples evenly.
2 Cut the paper horizontally between every two staples.
3 This gives you three "books" which you fold & pass out. If you require a cover, pagination, pictures and some text, your class will be kept busy for a creative hour. Don't forget author's pic on the back.
4 To make bigger books use bigger sheets. Stack any paper pages and staple them on the left side. This is a book. By the end of the year you can have them make B.I.G. BOOKS with soft covers. Keep old file folders to cut for your book covers.
5 You might even want to make a two-page book as tall as the classroom, using butcher paper. You could show Jack climbing down his beanstalk.
6 Local print shops throw out pounds of scraps. Call around to see if any of your shops will save scraps for you. Staple them on the left to make a spine. This is a "Book."

C FIVE MINUTE HARD-BOUND COVER:

1 Select your page size.
2 Cut two colored poster boards 1" larger in both width & length than your paper size.
3 Tape the two boards together with two-inch wide library tape or masking tape, leaving as much room as possible between the boards, about ½"
4 Turn the boards over so that the sticky side is toward you.
5 Cover the sticky area with scotch or masking tape.
6 Collect your sheets of manuscript paper and staple together along the left edge.
7 Put the stapled manuscript inside the book covers. Staple them again by putting the stapler over the book's cloth spine and the manuscript within it, that is, using the double taped "spine" as your staple area. The book will swing open for you. Tape over the stapled edges on the back cover.
8 Paste on a favorite picture or use JIFFY wax. JIFFY wax makes paper adhere to most surfaces, applies cold and never dries, allowing you to move your copy about.

D BIG BOOKS:

Almost the same as the above cover. Cut your poster board about an inch wider and longer than your paper size. Then cut a 2" wide strip off one of the cover boards along the left spine edge. Tape the strip back onto the board you cut it from leaving about 1/16" between the strip and the board. Two hole punch this strip using your paper size as your guide.Two-hole punch the back cover. Use your one-inch paper fasteners to bind your classroom's papers into the covers.

E SUMMARY:

Make your classroom a publishing empire. Try stapled binding of your writing paper, construction paper, any other paper, little people's books, BIG BOOKS, fastener report folder books, "notebook" books and tiny books made from scraps. Try comb binding, slip-on, cloth binding, contact paper binding, binding with yarns, threads, paper fasteners and commercial binding including premade books. For purchased "empty" bound books see p. 198-199, #155-6. For craft books, pop-ups, wheels, 3-D, etc., get **Making Books,** Gr. 1-5, CTP 2323.

Use five-minute writing, partner writing, group writing, peer/tutor writing, upper grade dictation, class dictation, homework writing and all the forms of creative and commercial writing possible. Write during your Language Arts, Science, and Social Studies. Include research writing which for young children usually consists of copying a few sentences from a teacher's book.

NOTES

1.

TRIUNE TEACHING - A Sample of some Adjustments

PUPIL "SPEED"	PRESENTATION	QUESTIONING
SLOW SPEED	USE NOUNS USE VERBS	YES, NO ONE WORD
MEDIUM SPEED	ALL LANGUAGE	FILL IN PHRASE SENTENCE MULTIPLE CHOICE
FAST SPEED	DETAILS CAUSES/EFFECTS MOTIVATIONS	SUMMARY APPLICATIONS PRODUCTS

When a teacher presents a lesson it should be presented on three different ability levels, simultaneously, to do a good job unless the group has only one level. Questioning, also, must be presented on the three levels allowing all to participate, to gain information and to develop a positive self-image.

2. **EASY READING:** Book Series & Periodicals for Less Able Readers, 2nd ed., 6/89, #234, 96 pp., ISBN 0-87207-234-7, published by International Reading Association, (302)731-1600.

3. **READ AROUND THE WORLD** poster, mobile and bookmarks from Upstart, (800) 448-4887. **Poster** w/3rd piece, 17" x 23", #F132-428; **Mobile** #F146-052 & **Bookmarks**, 1 pk/200 #F122-347. Also has many book bags.

4.

5.

6.

7.

8.

9.

10.

11.

12.

PART III LANGUAGE ARTS ANALYSIS

Language Arts is an "umbrella" which includes the following:

1. **Drama** - Mime, Theater
2. **ESL** - English as a Second Language
3. **Journalism**
4. **Library Science**
5. **Listening**
6. **Literature** - Fiction & nonfiction
7. **Reading**
    - Decoding
    - Vocabulary Development
    - Comprehension
    - Dictionary Studies
8. **Research, Reference, Bibliography**
9. **Seminar**
10. **Speaking:** Public & Social
11. **Study Skills**
12. **Thinking & Higher Thinking**
13. **Writing** - The study of
    - **Composition** - handwriting, mechanics, punctuation, capitalization, correctness
    - **Grammar and Usage**
14. **Writing** - The product of
    - **Fiction & nonfiction**
    - **Book, Film, Disc, Tape, Non-musical, Musical** - opera, light opera, musical, cross-over

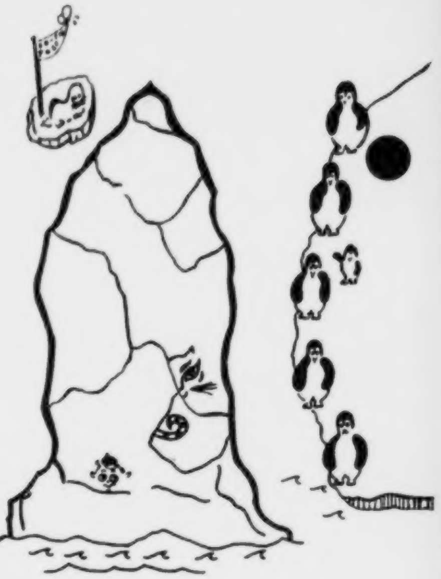
*For further lists "analysis" see **The New Reading Teacher's Book of Lists** by E.B. Fry, Ph.D., Prentice Hall. Also **Reading Yellow Pages** and **Writing Yellow Pages** from The Kids Stuff People published by Incentive Publications.

NEWSPAPER PARTS*

(Over eighty million daily newspapers are circulated in USA).

Ads
Advice Column
Book Review
Cartoon
Comics
Editorials
Features
Food Section
Games
Home Section
Items, ideas, helpful hints
Credits
Letters to Editor
News
Opinions
Photographs
Jokes
Reviews of restaurants, movies
Show Business
Sports
Serial Stories
Society News
Travel
Wars
Washington, D.C.
Want Ads
World News & United Nations Issues
Youth Page
Zodiac and Horoscope

*See "One- page Newspaper" in blacklines, p. 247.



LANGUAGE ARTS ANALYSIS
Continued

COMPOSITION

Spelling
Sentences
Paragraphs
Indentation
Main Idea
Subordinate facts
Topic Sentence
Comparisons
Description
Transitional Words, Phrases
Letter, Business & personal
Capitals
Envelope Addressing
Autobiography
Biography
Reports
Book Reports & Reviews
News
Dialogue
Directions
Explanations
Narrations
News Story
Opinions
Play - Screenplay
Poetry
Journalism
Commercial Writing
Publishing
Editing
Layout & Paste-up

SENTENCES

Declarative
Interrogative
Imperative
Exclamatory

USAGE

Adjective/adverb
A, an
Double negatives
Troublesome Verbs
Naming self last

PUNCTUATION

Period
Comma
Question mark
Apostrophe
Quotation marks
Exclamation point
Hyphens
Play script colon

LISTENING

Nature Sounds
Sounds at school
Sounds at home
Sounds of animals
City sounds
Machine sounds
Music
Poetry
Choral Reading
Conversation
Information
Answers
Warnings: police,
  ambulance, fire
Visual Imagery
Play Dialogue
Directions

PUBLIC SPEAKING

Group Discussion - large & small
Oral Recitation & Reports
Interview, debate
Sharing, jokes & story telling

SPEECH

Topic choice
Introduction
Body - Purpose
Colorful Language
Conclusion
Audience Consideration -
- Eye Contact
- Voice Pitch, enunciation, pronunciation
- Body Language, gestures
- Friendly Manner, natural speaking manner

GRAMMAR ANALYSIS

1 SENTENCE PARTS

Word order
Subject/simple subject
Predicate/simple predicate
Complements
Direct Objects
Predicate Nouns
Indirect Objects
Modifiers
Objects of Preposition
Diagramming

2 PARTS OF SPEECH

- Nouns
  - Singular/plural
  - Possessive
  - Proper
  - As Subject
  - As Direct Object
  - As Predicate Noun
  - As Indirect Object
  - As Object of Preposition
  - Prefixes/Suffixes

3 VERBS

Action
Agreement with Subject
Auxiliaries
Irregular
Linking
Past Form
Past Participle Form
Plain Form
Present Participle Form
-s or es form

4 PRONOUNS

Personal
Subject Form
Object Form
Possessive Form
Antecedents of
Indefinite
Predicate
As Object of Preposition
As Indirect Object
As Compound Subject/object

5 ADJECTIVES

As modifiers
Proper
As Predicate Adjective
Suffixes
Adjectives that limit
Degrees of Comparison

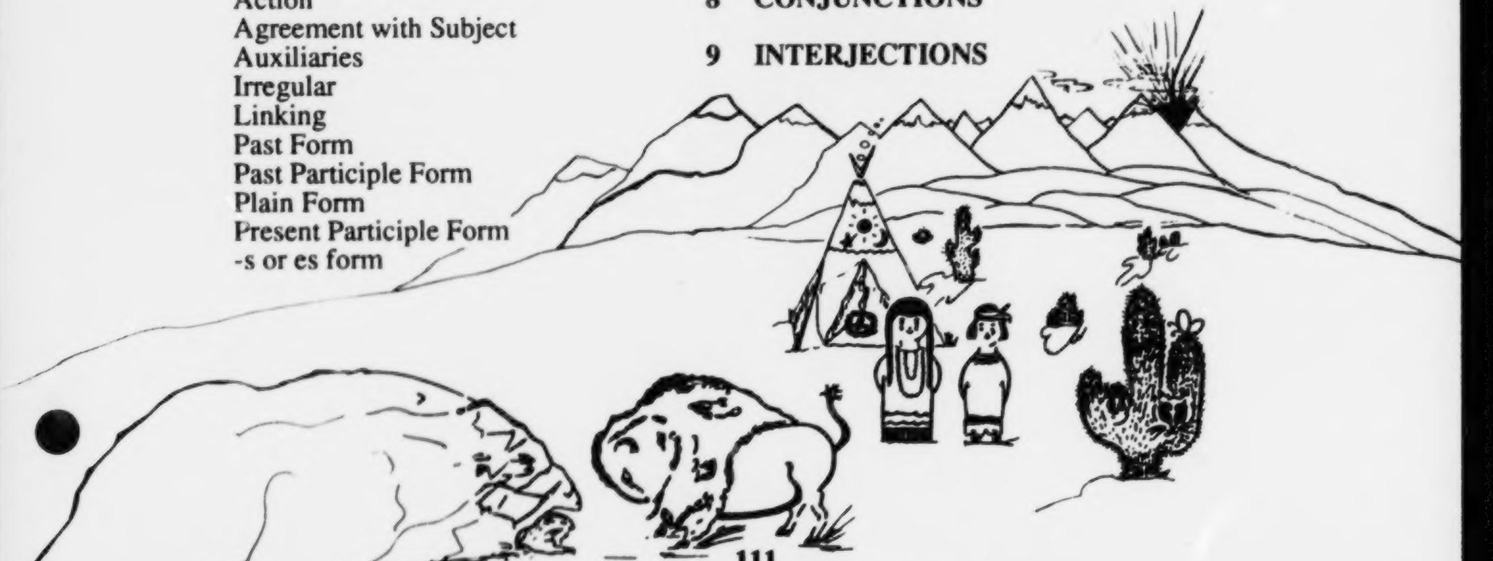
6 ADVERBS

As Modifiers
Degrees of Comparison
Suffixes

7 ARTICLES

8 CONJUNCTIONS

9 INTERJECTIONS



WRITING ANALYSIS

KINDS OF DISCOURSE

NARRATION
EXPOSITION
DESCRIPTION
ARGUMENT

PURPOSE

ENTERTAIN
ENLIGHTEN
PERSUADE

MODES

1 OBSERVATION
2 REPORT
3 ESSAY
4 DIALOGUE
5 STORY
6 BIOGRAPHICAL SKETCH
7 POETRY
8 LYRIC

PARTS

BEGINNING - introduction

MIDDLE - bulk or purpose

END - conclusion

METHODS

1 DESCRIPTION
2 NARRATION
3 COMPARISON
4 EXAMPLE
5 DEFINITIONS
6 CAUSES AND EFFECTS
7 DIVISION
8 CLASSIFICATION

DEVICES

1 RESTRAINT
2 QUALIFICATION
3 ANECDOTE
4 ALLUSION
5 CLARIFICATION
6 COMPARISON
7 QUALIFICATIONS
8 ANALOGY
9 QUOTATION

Note: Generalizations must be supported with enough particulars to make them believable.

THE WRITING PROCESS

1 CHOOSING A TOPIC

2 INPUT OF THE TOPIC - reading, research media, cross-curriculum

3 PLANNING THE MAIN POINTS - outline, list, discussion

4 FIRST DRAFT

5 SHARING, CONFERENCING & NEW IDEAS

6 REWRITING THE NEEDED DRAFTS

7 WRITING FINAL VERSION

8 PRESENTATION

9 EVALUATION

ESSAY QUESTIONS: verbs commonly used

1 ANALYZE
2 CLASSIFY
3 COMPARE
4 CONTRAST
5 CRITICIZE
6 DEFINE
7 DESCRIBE
8 DISCUSS
9 EVALUATE
10 EXEMPLIFY (CAUSES &EFFECTS)

WHOLE LANGUAGE & CREATIVE WRITING

Note: **An American Dictionary of the English Language,** the first U.S. dictionary, was published by Noah Webster at age 70 in 1828. It gave three types of definitions:

1 **literary definitions**
2 **technical definitions**
3 **scientific definitions**

If one could say, then, that there were these three types of writing, I would now want to add a fourth— **commercial writing** for radio, TV and advertisement purposes. In dealing with "Creative Writing" for primary grades, I have listed the kinds of TV writing I found in a television guide during one week. My point is that teachers be aware of these "four" broad categories of writing so that they may allow students opportunities to write in all four areas.

Decisions about word recognition versus meaning, phonics versus comprehension and/or detail versus main ideas are crucial. As one cannot stand alone without the other, they must be interdependent simultaneously and therefore **BOTH** should be taught. **Why would any primary teacher NOT teach one of the phonic elements of the English language? (Please see the "Phonics Outline" for these elements, p. 81-83.)**

Machines are being developed which will translate one voice into any language needed, almost instantly, so that transcontinental phone conversations will be possible. (National Geographic Magazine, "World" April 1991, p. 10, "Touch-Tone Translation." Also, several software programs have the same abilities. So does the Seiko pocket translator #80243-7-Spanish; #802445-French; #80255-0-Japanese and #80256-9-Four Languages, and others.

Whole Language is what the title states: **WHOLE!** Nothing is left out and all is used. Therefore, in teaching, all media and modes of expression would be used to teach all areas of study using all aspects of the human learning machine and perhaps, someday, in all languages simultaneously.

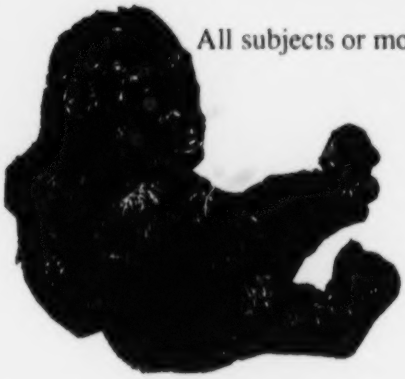
HOWEVER, LANGUAGE IS MADE UP OF WORDS. If studying the parts were as important as studying the whole, which gives it its meaning, then one could read a selection backwards just as well as forwards and read well. But reading is not merely "word identity." It is comprehension of meaning. **Teach the phonic elements so that the words can be read so that meaning can be obtained.** The English language phonics' study should be completed by the end of the third grade. **Also, teach comprehension skills and study skills simultaneously during the first three years of school, grades one through three.** Creating a balance in your teaching is the most important aspect of the solution.

When it comes to WRITING, creating a balance with THINKING, the mechanics of English, and handwriting needs to be accomplished also.

CREATIVE WRITING
10 DAY LESSON PLAN

DAY 1 Topic input begins - immersion! TEACH! (The topic or theme I have chosen for this example is "Trees") .

Begin exposing areas, facets, facts, expressions of the topic.



All subjects or modes of expression are represented and exposed:

ART
PROSE (LITERATURE, COMMERCIAL WRITING)
POETRY
MUSIC
SCIENCE
SOCIAL STUDIES
REALIA/MODELS
EXPERIENCES: use of five senses
use of descriptive categories
use of comparison, etc.

DAY 2 TEACH - Academic exploration - factual exposition (more of the same).

WORD STUDY - Vocabulary developed–literary, scientific, technical, commercial.

DAY 3 Vocabulary studies.

Literary forms/genres reviewed. (What form will the writing take–story, play, poem, musical, opera, TV melodrama, semi-documentary, etc.)

START WRITING - Draft begins.

DAY 4 Vocabulary study.

First draft editing by peers, partner, group, aide.

Conferencing with teacher begins (check what they have done).

DAY 5 Second draft is shared in small group (cooperative).

Contest selection by groups - one winner per cooperative group.

DAY 6 Cooperative group winners read to whole class (author's chair, mic).

Class votes on ONE winner and then listens to it again.

Class now illustrates the WINNER'S WRITING. The teacher must guide the five cooperative groups to illustrate the characters and scenery which pertain to that writing. The teacher must keep in mind that the next step is to turn the winning writing into a script. (If it is already a script just illustrate and/or market and/or change this form.)

DAY 7 **A DIALOG SCRIPT** based upon the winning First Place material is written.

The script can be written as a class effort dictating to the teacher who writes it up on the computer, board, overhead etc. Or groups can write different parts especially if the written material is a story. The teacher needs to make script copies.

Homework could be to work on the corresponding character puppets or scenery.

DAY 8 **REHEARSALS** - coordinate the following:

1. **dialog script for Readers Theatre or play**
2. **character puppets if Paper Puppet show**
3. **scenery for Paper Puppet Play**

Note: If you decide part, or all, of the class is to do a regular walk-on-the-stage play remember to use your overhead scenery from transparencies you have made or purchased such as CTP **Fairy Tales I, II** and **III**. See page 217, "Fairy Tales."

DAY 9 **PERFORMANCE DAY**

A small mechanics spotlight, a microphone and a little music in the background adds REALITY to the production! A string across the room with an old sheet safety-pinned to the string works as a curtain. Place safety-pins about every foot (or paper clips).

DAY 10 **EVALUATION**

Clean up - all materials organized and/or put away. Closing activities brings the group closer together and lets them relax from the performance stress, Teacher Too!

SUMMARY

Day 1	**Teach about the theme topic.**
Day 2	**Teach about the theme topic. Vocabulary study.**
Day 3	**Review forms of writing. Begin writing about topic.**
Day 4	**Draft is read to cooperative group. Editing is done. Conference with teacher. Second draft is done.**
Day 5	**Second draft is read to cooperative group. Each group chooses one winner.**
Day 6	**Cooperative group winners read their work. Class chooses First Place material. The teacher assigns illustrative work for "paper puppets" and scenery.**
Day 7	**Dialog script is written based on the First Place Material. Teacher makes class sets of the script. Or instead of a play script choose another form of expression.**
Day 8	**Class studies their scripts and rehearses for Readers Theatre or Puppet Theater. Teacher coordinates the scenery, puppets and rehearsals.**
Day 9	**Performance of Readers Theatre, Puppet Drama, play or all three.**
Day 10	**Evaluation and clean up.**

EXAMPLE: CREATIVE WRITING

10 Day Creative Writing Plan With "TREES" theme

Note: To be adjusted to the developmental level of the students.

DAY 1

1 **Literature: A Tree Is Nice** read by the teacher. Class reading of **The Giving Tree.**

2 **Poetry:** "Trees" by Joyce Kilmer.

3 **Music:** "The Pines of Rome" by Respighi. Silver Burdett and Ginn, **Gr. 2 Music** textbook, page 172, "From a Lovely Root" song and workbook Activity Masters, p. 18.

4 **Art:** Art prints showing various trees such as "Cypress" by Van Gogh & Sierra Club photographs of trees. Art activity for class: worksheet with a bird in a tree to be colored using all colors. (Enrichment: Tall butcher-paper tree!)

5 **Science:** THE TREE AND ITS PARTS from science text or media center. Label diagram at end of session. See realia of cross-section of tree. Smell different wood chunks. (&/or "Gifts from the Tree," Schaffer chart FS2383.)

6 **Social Studies:** location of the banyan tree, the monkey trees of Africa and the Giant Redwoods of California. VHS "Pacific Rim Rainforest," from Discovery Channel &/or similar film from The Nature Company.

7 **Experience:** Walk to a garden or around school. Bring some paper and pencil.

Observation:
A List parts of the tree
B List colors seen in the tree
C Close eyes and feel a tree trunk, leaf
D Smell various parts of the tree: leaf, bark, twig
E Collect a leaf, seed pod, twig
F Sketch the outline of one leaf
G Sketch a tree

8 Homework: Bring five different leaves to school &/or make a tree or leaf collage.

DAY 2

1 Filmstrip of trees

2 Sharing leaves. Staple to paper and make a "scrapbook."

3 Use some leaves to make "leaf rubbings" and tracings. Also, staple one leaf on one piece of paper for each child and have the child copy the leaf and its veins and veins' pattern as exactly as possible.

4 Brainstorming for "tree" words. Five cooperative groups continue this activity to its finish recording findings.

5 Groups can share and "post" their recorded lists.

6 Homework - Bring something regarding "trees" to share with the class. Or Xerox a sheet of "choices" such as make a sketch of a tree, three twigs two inches long, five different leaves, a tree in a storm, a blossoming tree, etc.

DAY 3

1 Homework sharing.

2 Study the groups' list of tree words from the board, flash cards or overhead.

3 Review and study the different genres and forms of writing.

4 Begin writing first draft.

5 During writing period listen to Respighi's music.

6 Homework - finish first draft.

DAY 4

1 Vocabulary of "tree" reviewed.

2 Peer editing - partners/ groups/ older students. (Class should have editing requirements posted in full view.)

3 Conferencing and revisions. Complete Second Draft!

4 "Messed-Up Rescue System" - peer tutors help out.

DAY 5

1 Group sharing of Second Draft. The five groups read their material to one another.

2 Groups choose a "favorite" paper.

3 Art continued and finished - leaves, science diagram, etc.

DAY 6

1 "Favorite" papers presented to class - read.

2 Voting on one First Place paper of the class takes place. Discuss why it was chosen.

3 Reread winning First Place material.

4 The teacher will assign illustration tasks to the cooperative groups and perhaps to one or two top artists. The illustrations will pertain to the "Favorite" that was chosen by the class. The illustrations will be the characters and the scenery.

5 Homework: finish your illustration.

DAY 7

1 The teacher will review the main ideas of the First Place material and guide the class into dictating a dialog script, or some other form. Keep it short.

On a side board, to help remember the elements of drama, might be written:

Characters	**Setting**
Problem	**Solution attempts (tries)**
Solution	**Resolution**

2 Class copies of the script need to be made. Hand printed manuscript is good.

3 Keep in mind the following possibilities:

A Readers Theatre - written/read script
B Puppet show - script and players holding paper
C Full production play with students as characters and lines memorized
D Shoe box or desktop "diorama" with play language period
E Groups allowed different choices

4 Or write scripts in partners, groups or at home. This activity needs to be modeled at the beginning of the year as well as dictated for most first grade children.

5 Conferencing with each group that a "play" has a plot, that is, a problem, and a solution.

DAY 8 1 Script study

2 Teacher coordinates scenery, puppets and rehearsals.

3 Rehearsal of "plays."

DAY 9 1 Plays such as "Mickey Mouse in Treeland" puppet show, Readers Theatre "Ninja Turtles Rescue the African Rain Forest" and a Desk Top Paper production of "A Shady Deal" are performed.

2 One group can tape-record theirs.

DAY 10 1 Evaluate the work. What did we like? What would we change?

2 Clean up and put away materials. Take home the plays and put them on for relatives and neighbors.

3 Class naps and reads under a shady tree.

4 Cooperative groups draw and color six-foot butcher paper trees. Trees are hung around the room.

Unknown to the children, behind those trees lurks a ______________, a what? Quick, quick! Reader fill in that blank! What lurks behind those trees????? That's right, a W.O.L.F.! Can you hear it breathing? A silent, soft-padded wolf is coming. Can you hear it pant? Do you smell its damp, sweaty-stained jowls? What is it looking for? You, perhaps? Your class?

CREATIVE WRITING

• NOTE: Regardless of the "form" your writing takes, the following needs to be considered.

1 **INPUT** such as pictures, realia, resource books, tangent literature and other media which depict your subject matter should be presented first. For example, if you are going to write a story that takes place on Halloween you need to input Halloween so that the vocabulary is meaningful and visible. Writers do extensive **research.**
2 **VOCABULARY** is to be studied. Use the board &/or flash cards. Keep it visible.
3 **SPELLING LISTS FOR WRITERS,** a dictionary or a similar tool needs to be used &/or made for each student, especially third graders. See 240 Words p. 120.
4 **EDITING TASKS CHART** needs to be reviewed. (Capitals, periods, etc.)
5 **A PLAN** for slower and faster students should be made. (Blue group illustrates vocabulary that is on the board. Red group writes a story and must include two sentences from the research books on the front table.) Write with a partner often.
6 **MODEL** everything you expect to get back from the children. Use the board, or prepare ahead of time and use the overhead. If no time "Read" from memory.
7 **COOPERATIVE GROUPS** can help with editing, rehearsal and performance.
8 **THE PURPOSE** and the publication goals should be explained.

• PLANNING TIPS:

1 Slower students can have alternatives to writing about the topic. They could copy the word study, make flash cards, brainstorm, etc., and illustrate these. Also, they can copy from research books or trace illustrations. The process of writing and language expression develops very late for some, even gifted, individuals.

2 Another idea is that they could choose one or two words then write and illustrate them on the chalkboard. When finished they read this to the class (or in partners).

3 Faster students can add on to their written material from the teacher's resource materials. Often they are self-inspired so just ask them how they want to handle it.

4 Then they can use a performance form for a presentation as on p. 88.

5 Habitually they can help slower students with editing and revising as well as do other tutoring, coaching, rehearsing, organizing and copy editing tasks.

•REMINDERS: The following should be taught as well as used as reminders.

STORY STUDY REMINDERS

STRUCTURE	ELEMENTS	IMAGERY	QUESTIONS	PROCESS
1 BEGINNING	1 CHARACTERS	1 SEE	1 WHO	1 INPUT & RESEARCH
2 MIDDLE	2 PLACE	2 HEAR	2 WHERE	2 WRITE
3 END	3 TIME	3 SMELL	3 WHEN	3 EDIT
	4 PROBLEM	4 TASTE	4 WHAT'S THE PROBLEM	4 REVISE
	5 SOLUTION ATTEMPTS	5 FEEL	5 WHY	3 PUBLISH a Product b Presentation
	6 SOLUTION		6 HOW (MANY)	
			7 WHICH	4 SELF-EVALUATION

240 WORD WRITING VOCABULARY

THIS LIST CONTAINS MORE THAN 50% OF THE WORDS STUDENTS USE IN DAILY WRITING

about
after
again
all
also
always
am
an
and
another
any
are
around
as
away
back
black
be
bear
because
bed
been
before
best
big
book
boy
brother
but
by
called
came
can
car
cat
come
could
day
did
didn't
do
dog
don't
door
down
eat
end
even
ever
every
family
father
fell
find
fire
first
fish
five
food
for
friend
from
fun
game
gave
get
girl
give
go
going
gone
good
got
had
happy
has
have
he
head
heard
help
her
here
him
his
home
horse
house
how
if
I'm
in
into
is
it
it's
its
just
knew
know
land
last
left
let
like
little
look
lot
love
mad
made
man
many
may
me
men
money
more
morning
most
mother
much
my
name
need
never
new
next
nice
night
no
not
now
of
off
oh
old
an
once
one
fly
or
other
our
out
over
people
place
play
put
ran
really
right
room
run
said
saw
say
school
see
she
should
sister
small
so
some
something
sometimes
soon
spring
started
still
summer
swimming
take
tell
ten
than
that
the
their
them
then
there
these
they
thing
think
this
three
through
time
to
told
too
took
tree
tried
until
up
upon
us
very
walk
want
wanted
was
water
way
we
well
went
were
what
when
where
which
while
white
who
why
win
with
woods
work
word
year
yes
you
your

CREATING SENTENCES

•NOUN WITH ADJECTIVE

Those lumpy potatoes
These fat puppies
That hairy, ugly monster
The scary gremlin
An old witch
Four fearless friends
My wonderful parents
The beautiful doll
This torn sweater
Your broken bike

•PREPOSITION

in the blue sky
over the green meadow
on the end of your nose
behind the teacher's desk
under Betty's book
beside Jose's arm
above your head
beneath the silver stars
through the open door
by Kim's foot

•VERB

shot through the air
hit the dog on his tail
walked to lunch
shouted "HELP!"
skipped around my hand
sang a sour song
ate five fat carrots
gobbled all his sandwich
threw a red rubber ball
read a silly story

TIP: COPY ON SENTENCE STRIPS OR INDEX CARDS AND PLAY "STORY GAMES"

DICTATED STORY

Choose a topic you wish the children to write about. Have them look and listen to a VARIETY of expressions regarding this topic. Film, articles, books, realia, models, poems and stories can be used for the LISTEN and LOOK periods. (Just TALKING about it is not much IMPRESS and is not going to leave much of an IMPRESSION.) The teacher needs to FUEL the mind to generate action such as an indepth study with a topical glossary on the board.

LISTEN	Use books, film, realia, articles, poems, stories, tapes, music, magazines, newspapers, selections from history, autobiography, technical and textbooks, current news from TV/radio, personal and family experiences, etc.
DRAW	MODEL something for the child and be certain to have a picture that he can refer to. Also, allow search and research in the class library or within textbooks for a picture. Use a variety of media such as crayons, pencil, felt pens, chalk, pastels etc. Point out large form masses of the object and do a sketch on the chalkboard to help orientate the mind to basic geometrical shapes. Point out light and shadow.
SPEAK	Question and suggestion time so that the child is guided in discussing his art work. Putting it into words is as difficult to him as discussing a Van Gogh to you, so give him all the help possible. After he talks it out let him know you are now ready to have him decide what he wants TO WRITE ABOUT.
WRITE VIA DICTATION	Now the child needs to get his thoughts into order and into a full sentence. Read each sentence back to him as he proceeds. Help him come to a graceful end. You want him to feel it is his writing but suggestions are a helpful item and a bonus especially beginning sentences.
READ	He is now ready to practice for the PERFORMANCE. Use a peer collaborator, older student, cooperative group or parent to work with him in rehearsal. Not all "performance" material needs to be put in perfect written order. Attach illustrative material with written.
PERFORMANCE	Performance should have support from the teacher including a physical presence near the area. The performer might stand on a special mark or within a spotlight or USE A MICROPHONE or all of these.
EVALUATION	"What was the best part?" and "What would you change?" are good questions. LEAVE THE STUDENT WITH PRAISE. The material can then be filed as part of his writing folder or in a class book.

Often there is not enough time for either the dictation or the typing of the student's final draft. Let parents help as a homework assignment. Or use peer tutors and above all use a TAPE RECORDER. The teacher can type it up later.

CREATIVE WRITING FORMS

NOTE: Noah Webster gave words three definitions: literary, technological and scientific. Television writing can fall under technical writing or literary writing or it can be termed commercial writing. I have made two lists. First, a list of forms for creative writing. Secondly, a list of forms for television. Both lists are limited. Primary teachers can develop some technical writing while studying Social Studies. Scientific forms come under science and health. Literary writing comes in the Language Arts program in general. Allow time, also, for writing in **LIFE SITUATIONS** such as lists, library cards, order forms, applications, memos, notes, requests, etc.

CREATIVE WRITING REMINDERS:

1 Preset need is established.
2 Authentic social situation.
3 Empower class with ownership.
4 The form studied is the form that solves the preset need.
5 Apply form to classroom use or current story or core book.
6 Class copies form from board.
7 Slower students can work w/partners to help them copy it.
8 Faster students can generate their own form & then share it.
9 Combine a student's name with a kind of form with a different art media used to exemplify the model.

EX: John's theater ticket printed with red crayon on tag.

EXAMPLES of LIFE SITUATIONS

1 A sales slip of grandma's food for Red Riding Hood.

2 Each of the three little pigs does a commercial for his kind of house.

3 The Big Bad Wolf writes his will.

4 Pinocchio's absence note.

5 Goldilock's New Year's Resolutions.

6 Snow White's list of chores.

7 Beast's apology to Beauty.

WRITING FORMS

Absence statement
Abstract
Acceptance
Advertisement
Agreement
Allegory
Alphabet
Anecdote
Animal story
Announcement
Anthem
Apology
Application: school, credit, hospital, library, etc.
Argument
Article
Artifact
Autobiography
Autograph (book)
Award's Certificate
Ballad
Ballet story
Bid
Biography
Billboard
Blurb
Book
Book advertisement
Book jacket: review
Book for musical
Brief (law)
Brochure
Bulletin
Bumper sticker

Creative Writing Forms

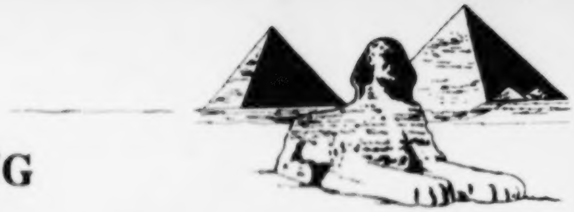
- Business letter & forms
- Campaign memo, ad, etc.
- Capsule, time
- Captions
- Case history: legal, medical
- Cartoon
- Catalog
- Cause & effect
- Certificates
- Characterization: sketch, traits: physical, emotional, social, intellectual, aesthetical, ethical, spiritual, background, (nurture) experience and environment
- Chart
- Checks: draft, withdrawal, deposit, payment, etc.
- Cheer
- Church bulletin
- Classified ad
- Code
- Column -
  - advice
  - around town
  - society
  - sports
  - foreign affairs
  - D.C.
  - editorial
  - home
- Comedy: book, script
- Comedy routine
- Comic book
- Commercial: TV, radio (prose, poetry, song)
- Community bulletin
- Composition
- Computer program
- Constitution
- Contract
- Conversation
- Cover letter for a submission
- Critique
- Crossword puzzle
- Current event
- Debate
- Defense
- Definition
- Description
- Detective story
- Dialog
- Diary
- Diagnosis
- Diet
- Discourse
- Discussion outline
- Display
- Dissertation
- Document
- Draft
- Drama (actors)
- Editorial
- Elegy
- Epic
- Episode
- Essay
- Eulogy
- Evaluation
- Example
- Experience
- Exposition
- Exploration
- Fable
- Fairy tale
- Fantasy
- Fashion show
- Feature article
- Foreword
- Folktale
- Free verse
- Game
- Gag
- Good news/bad news
- Gossip
- Gothic novel
- Graffiti
- Graph
- Greeting card
- Grocery list
- Growth chart
- Haiku
- Handbook
- Headline
- History: real or imaginary
- Homily
- Horoscope
- Horror: spook show
- How-To Book
- Humorous incident
- Hymn
- Hyperbole: exaggeration
- Idiom
- Illustrated text: picture book
- Index
- Inspection: fire, safety,
- Instruction
- Invitation
- Invoice

Creative Writing Forms

Inquiry
Jingle
Job application
Joke
Journalism: politics, crime, religion, science, sports, business, society, home & gardens, art & music, entertainment, current events, international affairs
Journals
Label: RX, name, kitchen, product
Language
Law: brief, review, statement, case
Lecture
Legend
Lesson Plan
Letter
Libretto
Limerick
List: trip, wish, grocery, To Do, goals
Log: pilot's, captain's, nurse's, explorer's
Love story: note, romance
Lyric
Magazine
Malapropism
Map: treasure map
Marquee notice
Meditation
Memo
Memoir
Memories
Menu
Message
Metaphor
Monologue
Movie
Movie review
Musical: book, music, lyrics
Mystery
Myth
Narration
Newscast
News article
Newsletter: Xmas letter
Newspaper, see p. 109.
News release
Nonfiction: news, text, magazine
Note: reminder
Novel
Nursery rhyme
Obituary
Observation
Ode
Opera: pop opera
Opinion
Order
Outline
Packaging ad
Palindrome (example: madam)
Pamphlet
Parable
Parade script
Parody
Paragraph
Permission
Personal experience
Persuasion
Phrase
Play: skit, program
Plea
Poem: lyric, narrative, dramatic
Postcard
Prayer
Prediction
Prescription
Press conference
Product description
Professional article
Profile
Proforma
Program: radio, TV, see p. 127.
Prologue
Propaganda
Proposal
Protest: letter
Proverb
Psychological study
Pun
Puppet show: marionette show
Puzzle
Query
Questionnaire
Questions
Quick Write
Quip: calendar, comedy
Quiz: student, game show
Quotation
Radio Show
Ransom Note
Real Estate notice
Rebus story
Rebuttal
Recipe
Recommendation

Creative Writing Forms

Record Album cover
Reference: page, book
Religion
Religious service or pamphlet
Remedy
Repair request
Report: fact/investigative, book
Request
Requiem
Requisition
Research paper
Resume
Review: book, show
Revision
Rhyme
Riddle
Roast
Routine
Sales pitch
Sales slip
Satire
Saying
Scenario
Schedule
Science fiction
Script: theater, radio, movie, TV
Readers Theatre
Secret
Self-description: analysis
Sentence
Serial
Sermon
Skit
Sign
Silly saying
Sitcom
Slogan
Soap opera
Society column
Song: ballad, lament, march, lullaby
Sonnet
Space travel scenario
Speech: political, academic, acceptance
Spoof
Spook story
Spoonerism
Sports account: cast, story
Story: adventure, mystery, historical, romance, teen, short, etc.
Story Line
Study
Submissions: article, music, book, poem, building plans, bid
Summary: precis, quickwrite
Superstition
Survey
Table
Tale
Tall tale
Tape cover: VHS, cassette/CD, videodisk
Technical writing: article, directions
Telegram
Telephone: message, directory
Television: commercial, comedy, drama, game, mystery, sitcom (see TV Writing Forms)
Test
Testimony
Textbook
Thank you
Theater: program, performance
Thesis
Ticket: police, theater
Time line
Tips: beauty, household, cooking, teaching, camping, repairing,
Topical: editorial, essay, article, newscast
Trade agreement
Translation
Travel: brochure, article, log, ad
Treaty: tribal, national, international
Tribute
Trivia
Vaudeville: skit, program
Ventriloquist act
Version: story, play
Videotape: educational, entertainment, commercial
Vignette
Will
Witness
Work Order
Yearbook



TV WRITING

Adventure
Animal: pet show, report, wildlife, documentary
Arts
Awards
Ballet
Biography
Business report
Campaign
Cartoon
Children's show
Comedy
Comic book animation
Commercial
Commercial program
Community affairs
Competition
Connection: job, romance
Contest: beauty, talent, academic
Court: trial (law)
Crime: thriller
Dance party
Data: information, research, data bases, online utilities, time-sharing systems & shareware, public domain software
Debate
Dedication
Discussion
Documentary: docu-drama
Drama
Economics: business, world, personal
Educational: instruction, lesson, forum
Entertainment: show biz
Environmental issues
Event
Exercise: aerobics
Fantasy
Fashion
Festivals: fairs
Food: nutrition, chefs
Foreign affairs
Fundraiser: lottery
Guide: article, review
Health: hygiene, medicine,
History: Reenactment
Holiday special
Hotline: homework
House & gardens: food, cooking, gardening, restoration, woodworking, design, crafts
Interview: "Me" video
Literature: "Story, poetry, screenplay, other"
Magazine: article
Medical: hygiene, nutrition
Movie: TV screenplay
Music: show, program, review, video
Musical
Mystery
Nature: outdoors
News: daily, expose, report
Newscast: on the spot
Opera
Opry
Pageant: parade
Parenting
People: Newsmakers
Play: Theater
Politics: affairs, forum
Preschool
Profile
Psychodrama
Puppetry: marionettes
Rally
Religion: church service, ethics, discussion
Report: consumer, special, expose
Retirement: leisure
Review
Roast
Satire
Science: technology
Science Fiction
Screenplay
Serial
Shopping: home market
Sitcom
Soap: dramatic serial
Special
Sports: review, show
Sportscast - over 25 kinds: auto, bowling, basketball, boxing, fishing, football, golf, skiing, soccer,
Study: (examples) Egyptology, pyramids
Talk show: "Issues"
Teen show
Telethon
Theatrical performance
Topical
Travel: exploration
Tribute
Variety
Ventriloquist
War: conflicts, combat, martial arts
Weather
Western
Wildlife: animals, exploraation, camping

LESSON PLAN

1 Announce topic
2 Explain purpose
3 Demonstrate with a video
4 Discuss
5 Question class about their life's applications. Exemplify on:
  a. board
  b. screen
  c. overhead
  d. monitor
6 Illustrate scenes (events) if possible: crayon, chalk, felt pens, India ink pens, water color, picture transparency, filmstrip, poster, other.
7 Class copies example &/or creates their own.
8 Illustrates
9 While 8 and 9 are done:
10 Oral presentations
11 Save copy in box
12 Make student portfolios. Fold large 18" x 24" paper in half, horizontally. Fold again from the bottom of the paper up 3 inches. Staple the sides together.

SCIENCE WRITING

Science being facts and their relationships.

A REASONING

1 INDUCTIVE: from the observations you draw conclusions
2 DEDUCTIVE: from Scientific Principles to conclusions about one case
3 CLASSIFICATION: putting facts into more meaningful groupings

B OBSERVATIONS - Experience: From the KNOWN to the UNKNOWN to the NOW KNOWN

1 EXPERIENCE: watch, listen, 5 senses test, drop, hit, divide, see p. 59 #B
2 CONCEPTUALIZATION: teacher GIVES needed terminology/vocabulary, questions, comparisons
3 VERBALIZATION: class responds with NEW vocabulary to answer & discuss
4 CONSTRUCTION: brainstorm, web, map, list, classify, (words/ideas)
Mode decision is made - poetry, report, story, ad, etc.
5 COMPOSING: orally, dictated, tape recorded, transcribe themselves

VISUALS:	LINE, SHAPE, COLOR, COMPOSITION, TEXTURE, SYMMETRY, BALANCE
SHAPE:	ROUND, SQUARE, TRIANGULAR, THIN, FAT, SHORT, LONG
SIZE:	COMPARED TO?, DIMENSIONS (width, length, height, depth) WEIGHT
COLOR:	RED, YELLOW, BLUE, GREEN, PURPLE, ORANGE, BROWN, BLACK, WHITE
SOUND:	LOUD, SOFT; HIGH, LOW; INTRINSIC OR EXTRINSIC SOUND (DISCUSS)
TOUCH:	SMOOTH, ROUGH, TEXTURE, COLD, COOL, WARM, HOT
SMELL:	SWEET, SOUR, FLORAL, WOODSY, LIKE SOMETHING GOOD/BAD
SIDES:	INSIDE/OUTSIDE; FRONT/BACK; BOTTOM/TOP (ALIKE OR DIFFERENT)
TASTE:	SWEET, SOUR, SALTY, BLAND (ALSO TEXTURE) SMOOTH, CRUNCHY, HARD
USE:	WHAT IS ITS PURPOSE? ITS RELATIONSHIPS? ITS INTERDEPENDENCIES?
BEING:	ANIMATE OR INANIMATE? IF **INANIMATE** HOW DOES IT CHANGE? IF **ANIMATE:** GESTATION, BIRTH, HABITAT, FOOD, LIFE SPAN, LOCOMOTION, NEEDS, COMMUNITY LIFE, PROTECTION & ENEMIES, DISEASES, BODY DESCRIPTION, USE TO MANKIND, IS IT ENDANGERED ?

GROWTH: WHAT ARE ITS STAGES OF GROWTH AND/OR GROWTH PATTERN?
REPRODUCTION: DOES IT REPRODUCE ITSELF? IF NOT, HOW IS IT REPRODUCED?

C EXPERIMENT - Scientific Method

1 STATING THE PROBLEM - such as, Is dew the same as rain?
2 FORMING A HYPOTHESIS OR EXPLANATION OR PREDICTIONS
3 OBSERVATION & EXPERIMENTING - including recording your data, descriptions and changes
4 INTERPRETING DATA
5 DRAWING CONCLUSIONS

D EXPEDITIONS - Field trips or Walks, see p. 63 for Field Trip ideas.

1 TO ANSWER A QUESTION
2 FOR COLLECTION PURPOSES
3 TO PROVE OR DISPROVE A HYPOTHESIS
4 AS AN EXPERIMENT
5 TO APPLY DATA

E SCHOOL PLANT POSSIBILITIES

1 SEASONS: LEAVES
2 WATER: RAIN, TAP
3 SOAP: BUOYANCY, FRAGRANCE
4 HEAT: AIR, BODY
5 WATER: STEAM, ICE
6 COLOR: PRISMS, FOOD COLORING
7 SAND: FLUIDITY, SOLIDITY
8 MAGNETS: ATTRACT, REPULSE

SOCIAL STUDIES WRITING

A NEWSCAST

1 Who
2 When
3 Where
4 What happened
5 Why
6 How (many)
7 What was the problem or cause of it?
8 Motivation of main people
9 Emotional reactions of main people
10 Changes that came about

B INTERVIEW

1 Name
2 Background
3 Likes
4 Dislikes
5 Favorite food
6 Favorite "school" thing
7 Favorite TV show
8 Favorite ____________
9 Wants to do later in life
10 How person would change world

C INTERVIEW STEPS

1 Set up interview date
2 Prepare interview questions
3 Interview
4 Write draft
5 Interviewed person checks draft
6 Revisions
7 Presentation
8 Evaluation

D PROCESS WRITING

1 Collecting information
2 Organizing ideas
3 Writing
4 Sharing & editing what was written
5 Revisions and final version
6 Presentation &/or publication

E CLASS CHOICE

1 Selection by voting
2 Brainstorming
3 Clustering the chosen topic
4 Organizing study groups
5 Setting up criteria
6 Beginning the writing process

F DISCUSSIONS - GUIDED IMAGERY & SOCIAL PROBLEMS

1 Use the five senses to go into the place.
2 Describe the historical period & situation.
3 Explain both sides of the problem that the people were facing.
4 Ask such questions as, "What would you have done? changed? felt?"

G LETTER WRITING (to & from historical sites & situations)

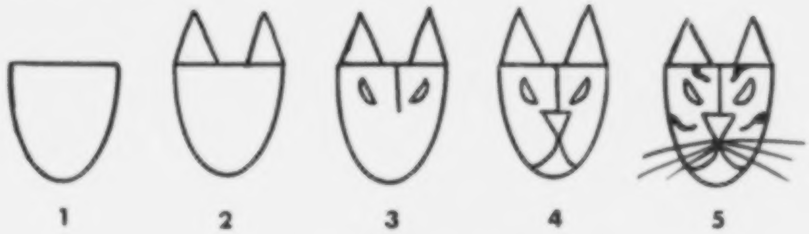
TIP: Primary children should begin by dictating as a class. (Use board or overhead.)
1 Make a list of people who were living in that time and situation.
2 Discuss how life was different and some problem being faced.
3 Write a letter as if you were a person in that time and place.
4 The letter should reflect the happenings and feelings of the person.
5 Adopt the style, tone & point of view of that time and person.
6 A variation is writing as someone's animal, such as Paul Revere's horse.

READERS THEATRE

Readers Theatre is the oral interpretation of literature. That is, you change the material into a script which is given an oral presentation including acting techniques. It is perhaps the easiest way to adapt a piece of literature for your students to read and perform. No costumes, no sets and no props are required. The students don't have to memorize their parts since they read from scripts. You can make scripts from any materials especially stories, current events and environmental or social problems.

Through Readers Theatre techniques reading becomes a performing art. It is being used successfully with students who are experiencing reading difficulties as well as those of average and superior reading ability.

Traditional scripts can be found at your local library, Curriculum Press and Readers Theatre of San Diego. (619)276-1948. Also, see page 95.



TIGER MASK

TECHNIQUES

- Readers should use **stools** or **chairs.**
- Reader **turns toward audience** when he/she is "on stage" & turns away from the audience when he/she "exits."
- The **rotation of a circle** or more on the stool simulates travel or time passing.
- Two readers with their backs to the audience who **simultaneously turn toward the audience** give the impression of two new characters walking into the scene.
- Any **body language** increases the effectiveness of the presentation. The reader can **bow** his/her head to indicate he/she is not in the scene or **turn completely away** from the audience and become "hidden." Readers not involved in a scene can be seated; those involved can **stand.** Students **not speaking** sit quietly with heads slightly bowed or with backs to the audience.
- Simple **pantomime** can be as effective as props.
- **"Freezing"** lends an air of sophistication to the production.
- **"On-stage"** focus means looking directly at the person being addressed on the stage. It is the most dramatic and used sparingly.
- **"Off-stage"** focus is most often used. The reader's eyes focus on a pretended spot approximately midway back in the audience.
- Narrators usually use "off-stage" focus as they direct their dialogue to the audience.
- The **Narrator** provides the necessary background for characters and plot development. The remainder of the cast consists of the major story characters.
- **Interpellations** mean those things that are going on that are NOT being said. For instance, adding action through mime of a sunrise or the passing of time.
- **Characters** become real if given habits and mannerisms.

COOPERATIVE GROUP TASKS IN THEATER ARTS

•BEFORE	•DURING	•AFTER
1 STAGE MANAGER	cues, curtains, lights	materials away
2 FIRST WRITER	secretary - records the script & gets copies from the teacher	scripts put on teacher's desk
3 SECOND WRITER	makes production needs list turns list in to the teacher	props: find & return
4 PERFORMER, FIRST	is main character	scenery: find & return
5 PERFORMER, SECOND	next main character	sets: find & return

RULES:

1 TOTAL PRODUCTION: is the responsibility of the group.

2 STAGE MANAGER: at first, is chosen by the teacher but later groups can choose their own stage manager.

3 PROBLEMS: are worked out by the stage manager however any member may confer with the teacher about any issue.

4 WRITING: by the whole group.

5 PUPPETS: by the whole group, can be switched with sets &/or scenery.

6 SCENERY: made by the whole group but can be switched with puppets and/or sets.

7 SETS: made by the whole group but can be switched with puppets and scenery.

8 PARTS: manager assigns the parts that the teacher does not assign.

9 All the members of the group are responsible for the TOTAL production. If things are not going right any MEMBER may inform the teacher.

PANTOMIME

Pantomime is an enjoyable performing arts task. It works well if the "skit" is divided into three parts.

PART 1 SETTING
PART 2 PROBLEM
PART 3 SOLUTION

EXAMPLE:

SETTING	PROBLEM	SOLUTION
WALKING	TRIP ON SHOE LACE	TIES SHOELACE
EATING SOUP	SPILLS SOUP EVERYWHERE	CLEANS UP MESS
FEEDING DOG	DOG KEEPS JUMPING UP AND KNOCKING YOU DOWN	GET UP & TRY AGAIN
CLIMBING MOUNTAIN	SLIPPING BACK DOWN	MAKING IT TO THE TOP & SEEING THE VIEW
EATING SPAGHETTI	IT IS SLIPPERY AND KEEPS FALLING OFF THE FORK	LEARNING TO WRAP IT AROUND THE FORK
SITTING DOWN	CHAIR MOVES AWAY 'CUS FLOOR IS WAXED	HOLDING ON TO IT
GOING TO BED	A FLY BOTHERS YOU A MOSQUITO BUZZES YOU ARE THIRSTY THE ALARM RINGS	SWAT IT SWAT IT GET SOME WATER SET IT CORRECTLY

Comedy works into these situations by extending the problem and through slapstick. Slapstick is just that, slapping a person around. In the first example the child keeps tripping and keeps on tripping and falls and so forth. Adults do not always find slapstick funny but children do, the more the better. If you apply this extension or exaggeration and the slapstick to almost any situation, children will respond with laughter.

In "going to bed" have the bed collapse after sleep has come. This will strike children funny. Psychologists say that this is **resolution** and the cleansing of human emotional pain. This mechanism of "self-healing" is built within our nature.

Some notes regarding mime from the Los Angeles Music Center's teachers' study guide are the following:

Mime is nonverbal communication which conveys a message about an action, object, or emotion, without the use of words. Using gestures, facial expressions, bodily movement, and sensory recall, "say" the following things:

Yes.
No.
I'm hot.
Look out!
I'm lost.
I'm cold.
Help!
I'm late.
I'm happy.
I'm angry.
I'm sorry.
I forgot.
I'm scared.
I'm sad.
I'm great!
I'm tired.
Surprise!
I don't feel good.
My foot's asleep.
Is something burning?

Guide the class on a journey of the imagination by narrating an experience they can physically react to. Begin by asking them to **walk** to the following words:

backward
sad
forward
happy
on your toes
afraid
on your heels
sneaky

MIRROR EXERCISE: Ask the students to choose a partner of approximately their own height. Have them stand facing each other with one to two feet between them. Decide who is going to be the leader and who is going to be the follower. Their eyes should be directly focused on each other's as if they are looking in a mirror. The leader begins to move his/her head, arms, or legs very, very slowly. The follower sees the movement out of the corners of his/her eyes and follows as a mirror image. After a few minutes switch roles so that each has a chance to lead the exercise.

NATURE FANTASY: Lead the class on a nature fantasy asking them to move to the following imagery. Be sure they have plenty of space to move in. Start the exercise by asking the students to curl upon the floor hugging their knees to their chests.

Script: Imagine you are a small seed in the ground. It starts to rain and the rain hits your back (tap them gently on their backs). You begin to grow slowly, reaching for the sun, and soon become a large tree with long branches. The wind begins to blow, softly at first, and your branches sway slightly back and forth. As the wind blows harder and harder, your branches blow wildly, until suddenly, your branches become wings and you are a bird! You take off soaring through the sky, flying with the wind. But then, you remember your family in the nest. What will they want on your return? (food) What kind? (berries) You begin looking for berries, and when you find some, you swoop down, open your beak, and snatch them from the ground. You fly back to your nest, feed your family, and eat a berry yourself. Then you settle in your nest and slowly go to sleep.

BALL TOSSING is an elementary exercise to practice creating objects. With the class in a circle, toss a volleyball around until everyone has had a turn catching and throwing it. Put the ball away. Ask the class to visualize an imaginary volleyball suspended in the air before them. Use the following directions to narrate a ball.

1 **Explore the shape of the ball. How large is it?**
2 **Feel the texture of the ball. Is it rough or smooth?**
3 **Feel the weight of the ball. Make it light.**
4 **Make the ball heavy - so heavy you can barely lift it above your head.**
5 **Put that ball down. Pick up another ball you can hold in one hand.**
6 **Toss the ball in the air.**
7 **Follow the ascent and descent of the ball with your eyes and head.**

8 **Emphasize the catch so that we can "see" the weight of the ball by the way it affects your hand.**
9 **Toss the ball to another person.**
10 **Roll the ball to another person.**
11 **Bounce the ball to another person.**
12 **Experiment with different kinds of balls: billiard balls, balloons, beach-balls, marbles, footballs, balls that are wet, sticky, hot, fragile.**

INSTANT REPLAYS: A variety of sports use "instant" replays on T.V. so that the viewer can see a play in slow motion showing all the little details of the actions. It's beautiful to watch and the players look very graceful.

In mime, you don't need any special equipment to create instant replays. Mimes make their own by controlling their bodies so that there are no stops in the action and no sudden or sharp movements. Slow motion is a constant slow rhythm that never changes or varies.

Try the following activities in slow motion using your whole body:

1 Move any way you like in slow motion. Don't worry about doing anything specific, just have fun and concentrate on making your slow motion uniform and constant. (smooth, flowing)

2 Run in slow motion. Pay careful attention to the way you move from one leg to the other. You need to shift your weight gradually to keep the effect of slow motion.

3 In slow motion: sweep the floor, throw a ball, comb your hair, wash you face, hammer nails, or perform an activity of your choice.

PANTOMIME ACTIVITIES: On 3" x 5" cards write the following activities and let each student select a card for a pantomime. Emphasize **believable** action. Tell them to put all of their attention on what they are doing so that they "see" the imaginary situation and objects in their mind's eye. Can the class guess what activities are being pantomimed?

1 **Shine your shoes.**
2 **Go roller skating.**
3 **Bake a cake.**
4 **Set the table.**
6 **Brush your teeth.**
7 **Make your bed.**
8 **Walk your dog.**
9 **Play a piano.**
10 **Buy something.**
11 **Saw and hammer.**
13 **Comb your hair.**
14 **Ride in the car.**
15 **Go fishing.**
16 **Take a hot bath.**
17 **Build a snowman.**
18 **Get dressed.**
19 **Write a letter, seal it, stamp it.**

PLAY WRITING & PANTOMIME: Create a "Day in the Life of" from the following list. Start by outlining the actions in the beginning, middle, and conclusion. The elements of humor and surprise add texture to a story. Show various emotions as the emotions are the most important element in mime.

1 fireman
2 lawyer
3 librarian
4 model
5 mailman
6 teacher
7 doctor
8 nurse
9 maid
10 actor
11 jeweler
12 carpenter
13 secretary
14 magician
15 florist
16 farmer
17 artist
18 tailor
19 cook
20 waiter
21 hairdresser
22 musician
23 photographer
24 car washer
25 politician
26 salesperson
27 plumber
28 gardener
29 bus driver
30 drummer

PUPPETS

PAPER PUPPETS

Materials:

1. Paper
2. Crayons or a picture of the "puppet" from magazines, etc.

Procedure:

1. Fold paper in half.
2. Draw the "puppet" or paste the picture on the front side.
3. Cut a "halo" around the puppet or picture **BUT DON'T CUT THE FOLD**.
4. Stand it up as a greeting card.

POP-UP PUPPETS

Materials:

1. Colorful nylon sock
2. Campbell's soup can open at both ends
3. Wooden shish kebab stick
4. Styrofoam ball (head size for your puppet's head)
5. Rubber band
6. Felt and/or other scrap materials such as sequins & beads
7. Tacky glue which can be obtained through yardage stores

Procedure:

1. Cut the felt one inch long and one-half inch wide. Glue this to the sharp end of the stick.
2. Put a few drops of glue on top of the felt and insert this into the Styrofoam ball. The felt helps the stick stay in the ball.
3. Pull the nylon sock over the Styrofoam ball and secure it with a rubber band where the stick enters the ball. (the neck)
4. Pull the open end of the sock OVER the soup can. Secure this with masking tape on the INSIDE of the can.
5. Cover the can and sock base with felt or other material.
6. The face can be made by gluing odds and ends onto the sock or by painting the face with liquid paper or felt markers.

SOCK PUPPETS

Materials:

1. Sock (especially a long sock)
2. Eyes made from felt, purchased, or in the case of dark colored socks painted on with liquid paper.
3. Yarn
4. Felt
5. Cardboard
6. Tacky glue or white glue

Procedure:

1. Cut the cardboard into an oval about 4" x 3/4". (This depends upon the size of your sock.) Cover the oval with red felt for the inside of the mouth. Glue on a tongue.
2. Glue the mouth 1 inch below the sock's toe seam.
3. Glue the eyes about 2 inches above the sock's toe seam.
4. Braid yarn hair or cut portions into bangs, etc. Glue to your puppet.
5. Make a "wad" or rectangle of scraps to fit inside the sock for the forehead.

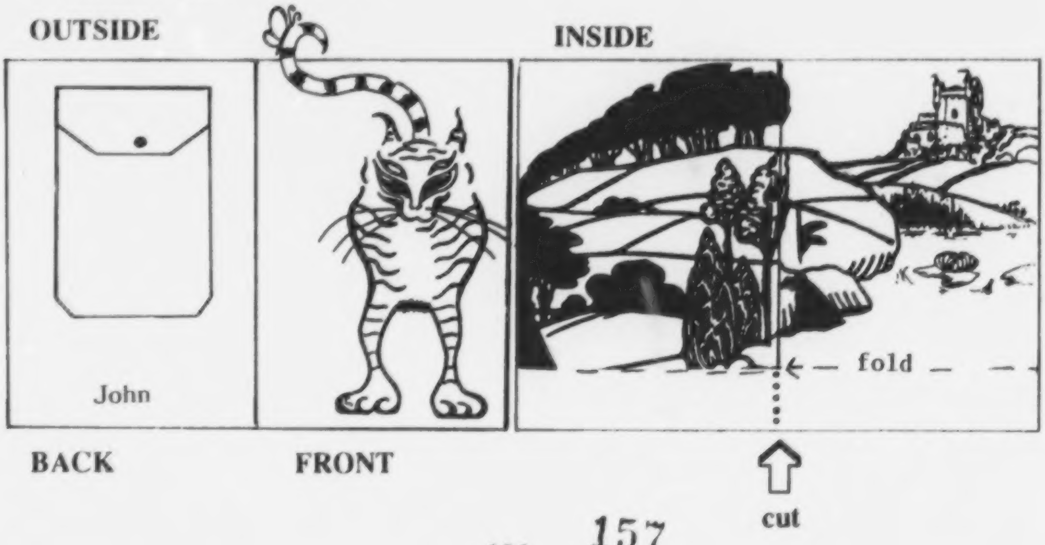
TIGGY COMBO: MINI STAGE & POSTER

WHAT YOU NEED FOR EACH PUPIL:

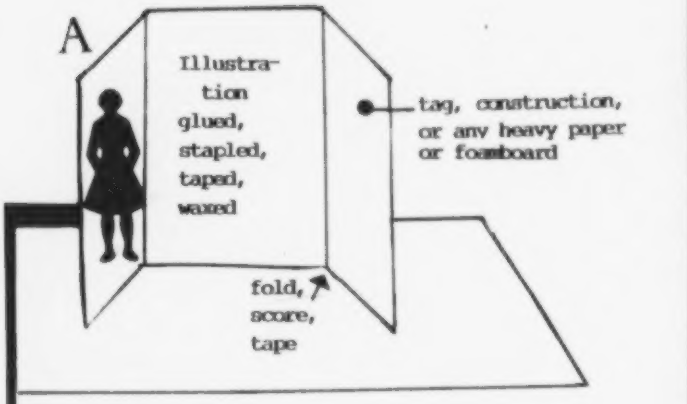
1 Legal size Manila file folder or tag cut 18$\frac{1}{2}$" x 15".
2 7" x 9" envelope with a clasp if possible.
3 A ditto or Xerox copy of the two-page Tiggy poster.
4 A ditto or Xerox copy of scenery depicting a castle.
5 A ditto or Xerox copy of scenery depicting a forest. (Scenery could be a castle, inside a house, the ocean, a pastoral scene or whatever.)

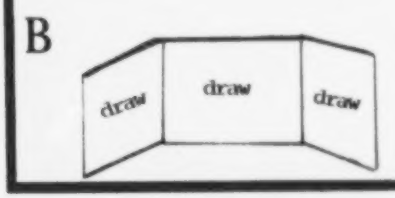
WHAT YOU DO:

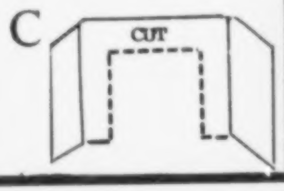
1 Print the pupil's name at the bottom of the back cover. (Study the diagram at the bottom of this page.)
2 Scotch tape the envelope above the name.
3 Staple the scenery to the inside two pages of the folder. Place the pictures at the top of the page.
4 Glue light colored construction paper strips 8$\frac{1}{2}$" x 3" at the bottom of the scenery pages. This will be the "stage floor."
5 Have the class color the two pages of Tiggy's Poster picture.
6 When they are finished staple this to the front side. Let Tiggy's tail show above the file folder. Cut the excess paper off that is surrounding Tiggy's tail but leave a slight halo.
7 Have the class color the two pages of scenery.
8 Teach "scenery" concept and the word "scenery."
9 Cut "up" the center between the two "stage floors." That is, cut three inches from the bottom in the center. See the diagram.
10 Fold each "floor" to right angles of the scenery.
11 Find other paper puppets the class can make to use as their "characters" such as Red Riding Hood, Jack, Peter Rabbit, etc. Have the class keep their paper puppets in their clasped envelopes.
12 Schedule time for "Paper Puppet Theatre Play." Let them play and make "plays" with each other.
13 When you are finished "playing" fold the two floor pieces of paper straight and use the file folder as your Tiggy stand-up Poster.



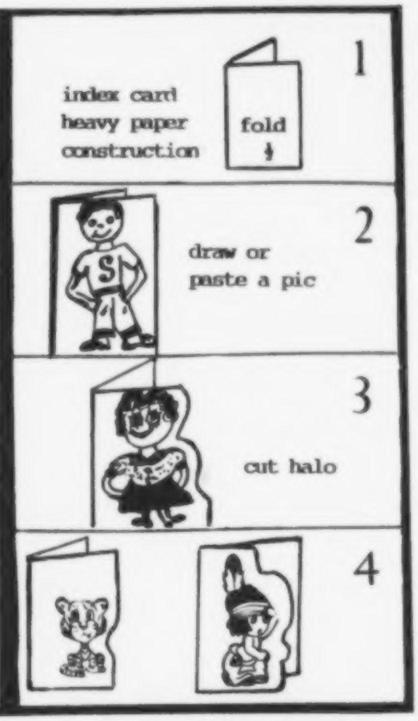
Theater


A
Illustration glued, stapled, taped, waxed
tag, construction, or any heavy paper or foamboard
fold, score, tape

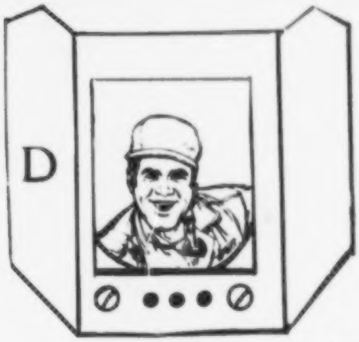

B
draw
draw
draw

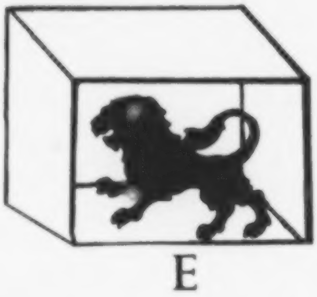


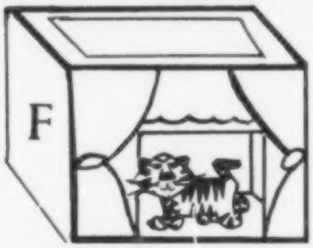
PAPER PUPPETS


1
index card
heavy paper
construction
fold
2
draw or paste a pic
3
cut halo
4

BOX THEATERS







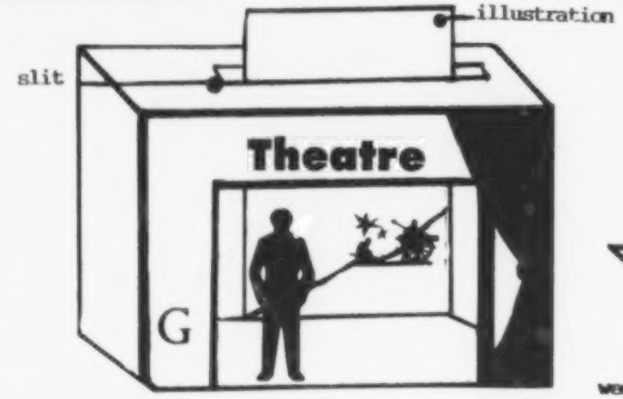
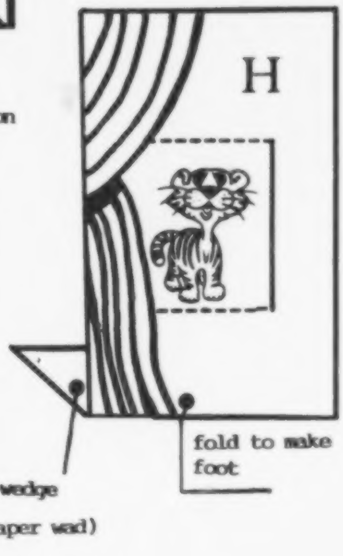


illustration
slit
Theatre
G


H
fold to make foot
wedge
(paper wad)

CHORAL SPEECH

Choral speech should be modeled by the teacher. Children will respond to the enthusiasm of the teacher. They will also imitate tone, pitch, intonation, emphasis, and the dramatics of body language. There are four forms.

1 **UNISON** - Spoken as one voice with the pitch, volume and tone identical.
2 **ANTIPHONAL SPEAKING** - Grouped by tone or pitch, that is high and low, boys/girls.
3 **CUMULATIVE SPEAKING** - The building of sound by the addition of sounds.
4 **SOLO SPEAKING** - The individual interpretation of a word, line or stanza.

HOW TO MAKE GREASEPAINT

Things You Need:

- **4 teaspoons shortening**
- **10 teaspoons cornstarch**
- **1 teaspoon petroleum jelly**
- **food coloring**
- **cold cream or shortening**

What You do:

- Mix the first three items in a dish. This is your white greasepaint.
- Set aside half of the white greasepaint. Divide the rest of the greasepaint into three equal parts. Put each part in a separate dish. Mix a different shade of food coloring into each part.
- Lightly spread cold cream or shortening on your face. Use a tissue to wipe off any extra.
- First, use your fingertips to spread white greasepaint over your entire face. Spread the greasepaint in one direction. Keep it away from your eyes.
- Then, use a paintbrush to apply colored greasepaint to your face.
- To take off the greasepaint, use baby oil. Put baby oil on a tissue and wipe off the paint.

COMMERCIAL THEATER AND PLAY STORE ITEMS

This is a dual purpose play center that converts from a puppet stage to a play store. The overhead and lower chalkboard panels can feature the starring cast or daily special. Three display shelves are ready for storage, also a removable machine-washable curtain. 51"H x 45"W x 9" D, from Childcraft, #21063. Also, Puppet stage with taller stage area but without the shelves or store from Constructive Playthings #WB-4965. 34" high x 31" long.

SESAME STREET STORES carry gifts and educational materials including the **PLAY MASK BOOK.** This has the play script and the colored punch-out masks in one book. The titles are **Little Red Riding Hood, Wizard of Oz, Cinderella** and **Goldilocks.** Published by Watermill Press, Mahwah, NJ. **Goldilocks** is ISBN 0-8167-2372-9. (213) 793-2100 Torrance, CA.

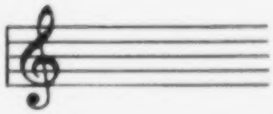
MUSIC

THE STAFF

Notes are written on the lines and spaces of the STAFF.

TREBLE (OR G) CLEFF

Piano music uses a TREBLE STAFF for high notes.

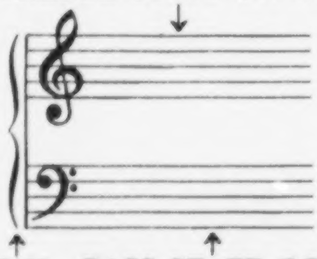


BASS (OR F (CLEF)

and a BASS STAFF for low notes.

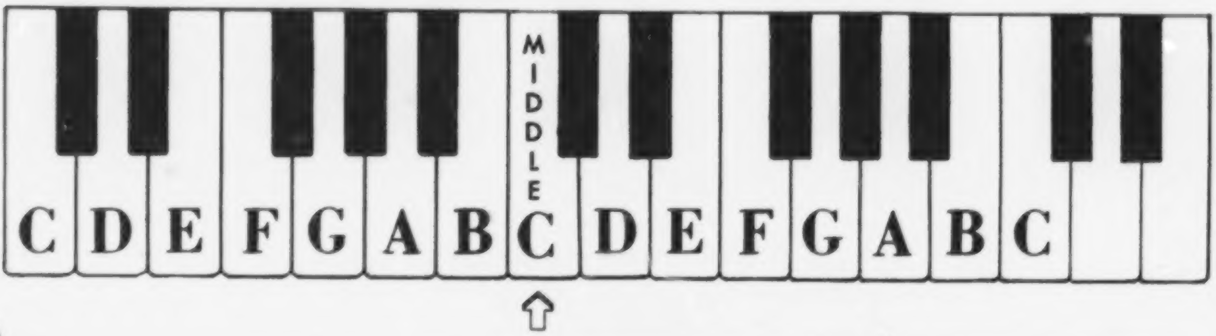
When these two staffs are joined together by a brace, the result is called a GREAT STAFF. The high notes are written toward the top, the low notes are written toward the bottom.

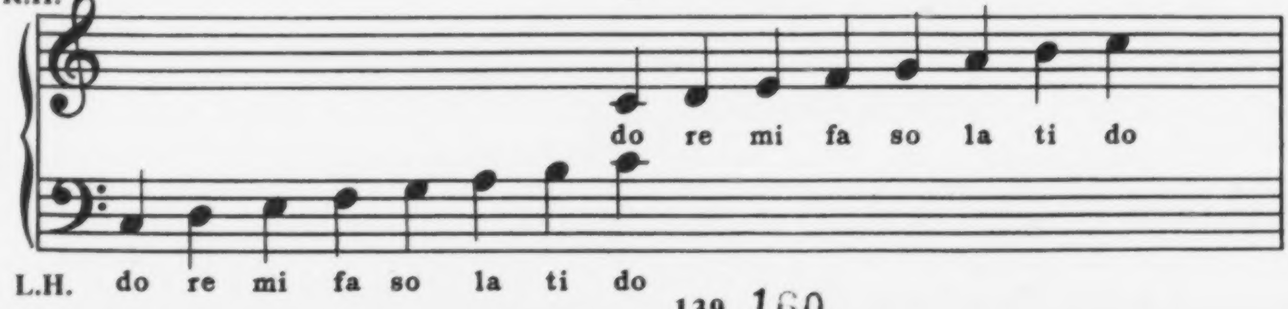
TREBLE STAFF (RIGHT HAND)



BASS STAFF (LEFT HAND)

KEYBOARD CHART


MIDDLE
C
D
E
F
G
A
B
C
D
E
F
G
A
B
C

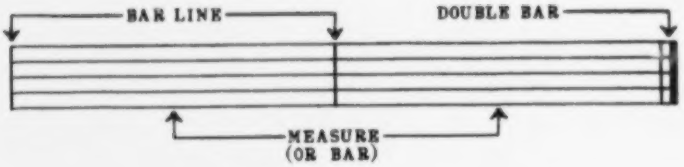

R.H.
do
re
mi
fa
so
la
ti
do
L.H.
do
re
mi
fa
so
la
ti
do

MEASURES

BEATS are grouped together to form measures. MEASURES may contain two, three, four or more beats.

Measures are separated by BAR LINES.

The end of a composition is indicated by a DOUBLE BAR.



TIME SIGNATURE

The grouping of beats into measures is indicated by the TIME SIGNATURE, which appears at the beginning of each composition. The top number of the time signature tells how many beats there are in each measure. The bottom number tells what kind of note is to receive one beat or count.

$\frac{4}{4} =$ 4 beats in each measure.
Each quarter note (♩) gets one beat.

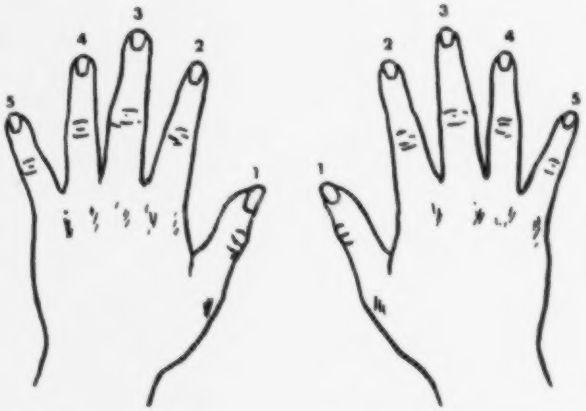
Quarter note (♩) = 1 beat
Half note (𝅗𝅥) = 2 beats
Whole note (𝅝) = 4 beats

At first you should clap or tap out the rhythm of each new piece, while counting out loud. As you begin to play each piece on the piano, continue to count out loud. This will help you to build solid rhythm, which is the foundation of good playing.

HANDS

Numbers are placed near the notes to tell you which fingers to use. The fingers are numbered like this:

The hands must be slightly cupped, so that the fingers are rounded and strike the keys with the soft pad at the tip of the finger. The thumb must also be rounded so that it strikes the key with the soft pad at the outside of the nail.



LEFT HAND RIGHT HAND

SIGNS, SYMBOLS AND TERMS

SIGNS AND SYMBOLS

p (piano) — soft

mp (mezzo piano) — moderately soft

mf (mezzo forte) — moderately loud

f (forte) — loud

𝄞 Treble Clef

𝄢 Bass Clef

𝄆 𝄇 Repeat Signs

♯ Sharp — Raises the pitch of a note 1/2 step.

8va-┐ Play one octave higher than written.

C Common Time (same as 4/4 Time)

> Accent — Give added emphasis

𝄚 Staff

DICTIONARY OF TERMS

Allegro: Cheerful, quick.

Chord: Combination of notes.

Great Staff: Treble Staff and Bass Staff joined together. Used for piano music.

Legato: Smooth and connected.

Moderato: Moderate speed.

Pickup: A partial measure at the beginning of a piece.

Staccato: Short, detached. (opposite of legato)

Transposition: The act of changing a piece to a different key.

Triad: A three note chord.

TIME SIGNATURES

$\frac{3}{4}$	3 beats in each measure Each quarter note gets one beat
$\frac{4}{4}$	4 beats in each measure Each quarter note gets one beat

NOTES AND RESTS

Note	Note Name	Beats in 2/4, 3/4 or 4/4 Time	Rest	Rest Name
𝅝	Whole Note	4	𝄻	Whole Measure Rest
𝅗𝅥.	Dotted Half Note	3		
𝅗𝅥	Half Note	2	𝄼	Half Rest
♩	Quarter Note	1	𝄽	Quarter Rest
♪	Eighth Note	½	𝄾	Eighth Rest

SING ALONG SONGS

ALLOUETTE
ALPHABET SONG
AMERICA (My Country 'Tis)
BAA, BAA, BLACK SHEEP
BATTLE HYMN OF THE REPUBLIC
BEAR GOES OVER THE MOUNTAIN
BILLY BOY
BINGO
CAISSON SONG
CAMPTOWN RACES
CINDY
CLEMENTINE
DID YOU EVER SEE A LASSIE?
DO RE MI
DOWN BY THE RIVERSIDE
DOWN IN THE VALLEY
FAVORITE THINGS
FARMER IN THE DELL
FRERE JACQUES
FUNICULI, FUNICULA
GETTING TO KNOW YOU
GIT ALONG, LITTLE DOGIES
GOD BLESS AMERICA
GOOD OLD SUMMERTIME
GREENSLEEVES
HAPPY TRAILS
HAPPY WANDERER
HIGH HOPES
HE'S GOT THE WHOLE WORLD
HOME SWEET HOME
HOME ON THE RANGE
HUSH, LITTLE BABY
I'M A LITTLE TEAPOT
ITSY, BITSY SPIDER
I'VE BEEN WORKING ON THE
  RAILROAD
I WISH I WERE IN DIXIE
JIMMY CRACK CORN
JOHN JACOB JINGLEHEIMER
  SCHMIDT
KOOKABURRA
LAVENDER BLUE
LONDON BRIDGE
MARY HAD A LITTLE LAMB
MARINE'S HYMN
MEET ME IN ST. LOUIS
MICHAEL, ROW THE BOAT ASHORE
MY BONNIE LIES OVER THE OCEAN
MY DARLING CLEMENTINE
OH, DEAR, WHAT CAN THE MATTER
  BE?
OH, LET THE SUNSHINE IN
OH, SUSANNA
OH, WHERE HAS MY LITTLE DOG GONE
OLD GRAY MARE
OLD KENTUCKY HOME
OLD MACDONALD
ON TOP OF OLD SMOKY
OVER THE RIVER
POP! GOES THE WEASEL
RED RIVER VALLEY
RING AROUND A ROSIE
ROCK-A-BYE, BABY
ROUND HER NECK SHE
  WEARS A YELLOW RIBBON
ROW, ROW, ROW YOUR BOAT
SAY HELLO
SHE'LL BE COMIN' 'ROUND THE
  MOUNTAIN
SHENANDOAH
SING A SONG OF SIXPENCE
SKIP TO MY LOU
STAR SPANGLED BANNER
STREETS OF LOREDO
SWANEE RIVER
THE MULBERRY BUSH
THIS LAND IS OUR LAND
THIS OLD MAN
THREE BLIND MICE
TOM DOOLEY
TWINKLE, TWINKLE, LITTLE STAR
WALTZING MATILDA
WHEN JOHNNY COMES MARCHING
  HOME AGAIN
WHEN THE SAINTS GO MARCHIN' IN
WHISTLE A HAPPY TUNE
YANKEE DOODLE
YANKEE DOODLE BOY
YELLOW ROSE OF TEXAS
YOU ARE MY SUNSHINE

Note: Most of this music is recorded with written lyrics included in the package. For the manufacturer see "Materials" list in this book in the "Music" Section number D-5, p. 205.

Libraries & music stores do have children's music departments. Ask for what you want.

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ART

A. CONCEPTS B. TERMS C. MEDIA D. PRODUCTS & IDEAS E. COMPONENTS

NOTE: Children should have repeated opportunities to express their creativity and equally as many opportunities to practice some of the skills of art such as tracing and drawing from pictures and reality. A notebook, or "book" of sketches, develops visual discrimination and eye-hand coordination as well as strengthening many of the small motor muscles.

A CONCEPTS

1 Line
2 Color
3 Texture
4 Light & Darkness
5 Space
6 Form
7 Shape
8 Unity & Emphasis
9 Composition
  A Realistic
  B Design
  C Abstract

B TERMS

Arrangement
Art
Art show
Asymmetry
Backing
Balance
Bleeding
Cartoon
Color
Composition
Curved
Design
Direction
Display
Distortion
Emphasis
Focus
Frame
Glue
Height
Highlight
Hot & cold
Hue
Left
Length
Lines
Mix
Mount
Negative
Overlapping
Paste
Paste up
Perspective
Portrait
Position
Primary
Right
Secondary
Shadow
Shapes
Space
Spectrum
Straight
Style
Symmetry
Texture
Tonal scale
Tone (light)
Unity
Warmth
Width

C MEDIA - TOOLS

Aluminum foil
Beads: wooden, glass, plastic
Block printing: potato, sponge
Blocks: paper, wood, plastic
Boards: peg, bead, sketch
Cements, glues, starches
Chalk, colored
Charcoal pencils: sticks
Clay & plasticines, (glazes)
Compass, protractors, rulers
Converters, transformers
Crayons: wax, fabric, neon,
Decorations: See Ideas, p. 144.
  (Most media are decorative.)
Felt, cloth
Film: strip, VHS
Glitter
Glues, cements, tacky
Inks, colored & India
Junk crafts, (egg carton, etc.)
Looms: bead & yarn
Magnetic craft sets
Markers: grease, colored
Models: academic, artistic
Needlework materials
Paints: watercolor, tempera,
  oil, finger, fabric, poster
Paper: construction, tissue
  wall, rice, rag, sand,
  fadeless, contact,
  crepe, art, gummed,
  boards, bags & foils
Paper mâché
Paper mosaic
Paper punches
Pastels
Pencils: lead, soft leads,
  colored, white, charcoal, drafting
Pens: India, calligraphy,
  felt markers, film,
  neon, fluorescent

Sculpture: pipe cleaners, soap
Shoe box diorama: misc.
Soap
Sponge
Stamps, rubber, sponge
Stickers
Sticks: hobby, ice cream
Sugar cubes
Tempera
Templates
Wire: metallic, coated
Wax
Watercolor
Wood & wood chips
Yarns, threads, strings

D PRODUCTS & IDEAS

Advertisements: flyer, container cover, film
Album cover: CD/VHS, etc.
Alphabet lettering, design
Basket weaving, straw
Bead work: wood, plastic
Block building: wood, cardboard, plastic links
Blocks, pattern w/mirror
Block printing: rubber, potato, linoleum, wood
Bookbinding: staple, glue, clamps, sew, fasteners
Book jacket
Braiding
Bulletin board
Candle making
Cartoon
Carving: wood, soap, clay
Chalk drawings
Charts
Clay : red/white dried, ceramics baked, colored, also plasticine, color/play dough, clayola clay, marblex (dries hard), cutters
Collage: paper, glue, etc.
Comic book, strips
Costumes
Crafts: sets, coverings
Crochet
Decorations: paper, beads, sequins, rhinestones, feathers, beans, glitter, macaroni, threads, yarns, buttons, doilies, metallics
Design: graphic or building
Diagram
Display: Exhibit
Diorama: shoe box, carton
Doll making: cloth, paper, apple, clay, wire, tissue, clothes pin
Drawings: lead, soft leads, pastels, glitter, glue, felt markers, crayon, chalk, colored pencils, line/rubbing
Etching: black overlay, other
Fabric: painting, dying, tie/dye
Felt: dolls, novelties, "stories"
Figurines: clay, paper, pipe cleaner, cloth, mix
Flags
Flip books, cubes
Flowers: paper, cloth, dried
Film art: VHS, filmstrip
Glue painting
Graffiti
Graph
Hat design
Illustration
Jewelry
Junk art: see Child Craft, item #221622
Lace
Lettering
Line drawing
Links, pull-aparts
Magnets: sets, sculpture
Map: relief
Markers: colored, scented
Masks: sets, w/yarn
Mobile
Models: social studies, science, misc., (clay, paper, sugar)
Module: paper, wood, sugar cubes, balsa, wood, mixed
Montage
Mosaic: paper, tissue, foils
Mural, and with realia
Needlework: crewel, petit point, needlepoint, knitting, sewing, crocheting
Origami
Outdoor art & camp crafts
Paint: water, oil, tempera, pearl, fluorescent, finger, acrylic, poster, fabric
Paper Art: movie, plates, bags
Papier mâché
Picture Dictionary: glossary
Poster
Portrait
Pottery
Print set publishing
Punches: paper
Puppets, marionettes: paper, bag, cloth, wood; also, life-size & 2 sided (on butcher)
Sand, colored - painting
Scrapbook
Sculpture: paper, wood, soap, clay, dough, wire, sand, straw
Sewing
Sign
Silhouettes
Sketch boards, toy
Slides
Software program art
Sponges, kits
"Stained glass" - thick black line drawings w/bright colors
Stickers, sets, gummed paper
Sticks: wood, ice cream
Straw art
String figures & drawings
Symbols
Symmetrical design
Table exhibit
Tie/dye: batik
Time line
Tissue paper art
Toothpick design
Travel brochure
T-shirt
Video
Weaving
Wood carving & burning
Yarn art & sets

COMMERCIAL CRAFTS

Lapel pins and buttons
Sea shell art
Copper enameling
Dried and paper flowers
Self-adhesive felt
Plastic jewelry making
Poly-fill
Mosaic tiles
Bead varieties
Paper kachina dolls
Frames to decorate/paint
Blank jig saw puzzles
Metal foil art
Candle making
Casting plaster and molds
Leather handicraft
Burlap
Rug yarn
Stand-up doll clothes pins
Art fabric panels
Tissue picture patterns
Basketry
Decoupage kits
Glass stain and forms
Moveable dolls,
Painting by number pictures
Articles to be painted
Raffia
Loopers and hand looms
Hook rug backing canvas
Silkscreens
Latch hook kits
3-D panorama display boxes
Straw art (drinking)
Wooden toys and articles
Lanyard lacing & accessories

All of the **commercial crafts,** (and more), can be found at J & A Handy-Crafts, 165 S. Pennsylvania Ave., Lindehurst, N.Y. 11757, (516) 226-2400. Other art suppliers are Nasco Arts & Crafts, CA/WI. (800)558-9595, 355pp catalogue or Beckly-Cardy, (800)227-1178. For further craft ideas see CHILDCRAFT P.O. Box 29149, Mission, KS 66201-9149. (800) 367-3255.

E COMPONENTS OF THE ARTS

ARCHITECTURE
COMMERCIAL ART
DANCING
DECORATIVE ARTS
DESIGN
DRAMA
DRAWING
FINE ARTS
GRAPHIC ARTS
LANGUAGE
LITERATURE
MOTION PICTURES
MUSIC
PAINTING
PHOTOGRAPHY
POETRY
SCULPTURE
TELEVISION
THEATER
USEFUL ARTS
WRITING

CLAY

INGREDIENTS (enough for about 5 children)

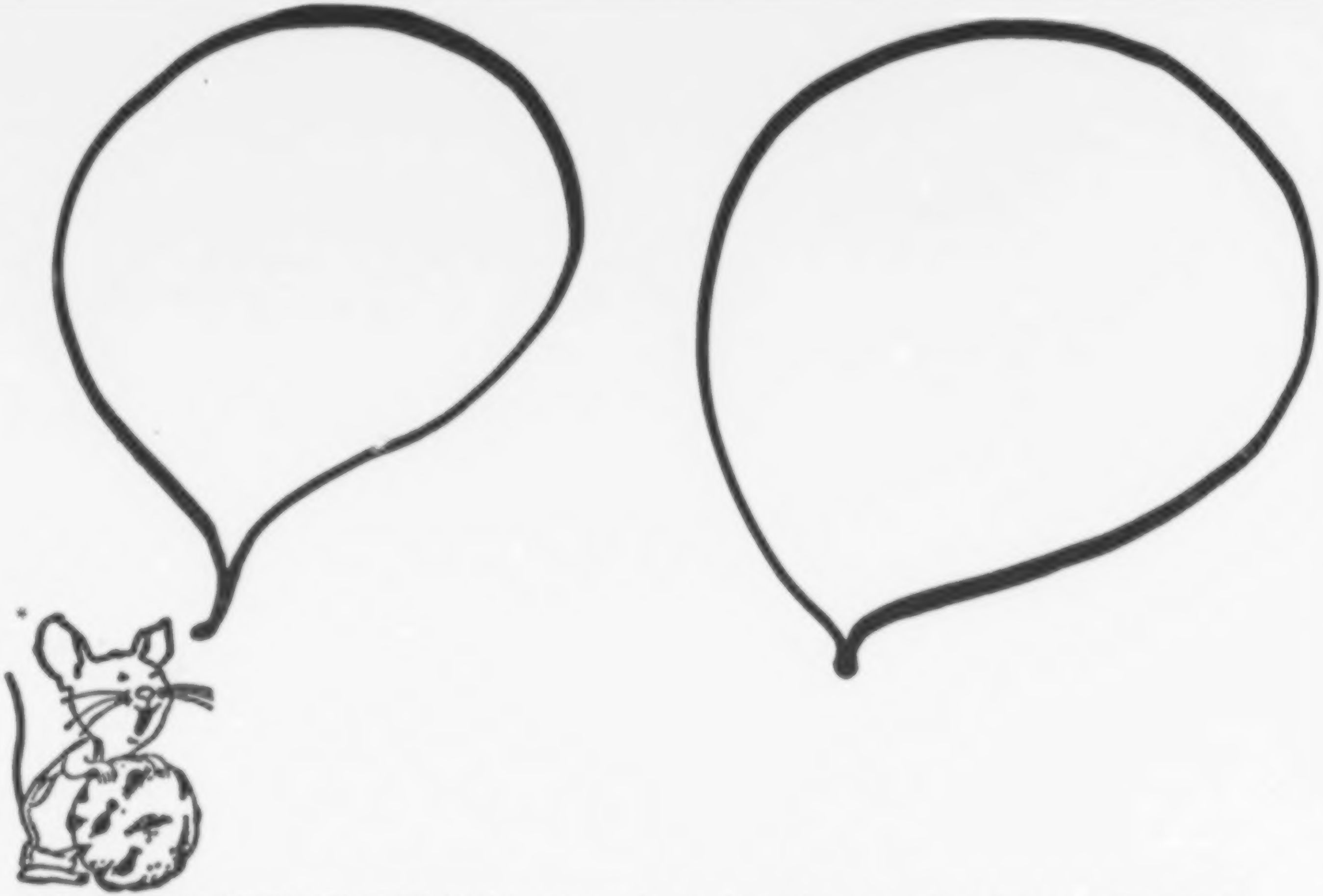
1 cup flour
2 teaspoons vegetable oil
1 cup water
food coloring as desired
1/2 cup salt

Combine dry ingredients in a saucepan. Stir in vegetable oil. Cook over medium heat. Stir to prevent any sticking. When the clay is the consistency of mashed potatoes and pulls way from the sides, remove it, and let it cool. Knead for one minute. Store it in airtight containers. To dry thoroughly let it stand for 3-5 days.

NOT JUST FOR THE RIDE

THERE WAS A YOUNG LADY OF NIGER
WHO SMILED AS SHE RODE ON A TIGER:
THEY CAME BACK FROM THE RIDE
WITH THE LADY INSIDE
AND THE SMILE ON THE FACE OF THE TIGER.

ANONYMOUS



ART, LITERATURE AND WRITING - Have the students draw another character then help them write some dialog. When the character(s) and dialog are finished let them color the pics.

*This cute mouse is Laura Joffe Numeroff's main character from her book **If You Give A Mouse a Cookie** as illustrated by Felicia Bond. The mouse drawing is a rubber stamp from KIDSTAMP Co., #KS609. See p. 221.

THEMES - Ideas for across the curriculum unit study &/or reports.

40 WEEKS WITH 40 THEMES

1 MY FAMILY
2 TV FAVORITES
3 TRIPS & VOYAGES
4 THE SEA
5 FRIENDSHIPS
6 MONSTERS, WITCHES & GOBLINS
7 STUFFED ANIMAL STORIES
8 AN ELF, A PRESENT & A SURPRISE
9 LOTTERY TIME - Money Everywhere
10 MY AUTOBIOGRAPHY
11 INTERVIEWING FRIENDS
12 MY HERO
13 ANIMALS
14 SPORTS WORLD
15 FAIRY TALES
16 MORE FAIRY TALES
17 WORLD'S WORST PROBLEM & WHAT I WOULD DO TO SOLVE IT
18 CATS
19 NEWS TIMES
20 A DIFFERENT COUNTRY, A DIFFERENT WORLD
21 MY TOYS & DOLLS
22 LOVE
23 HATRED, ANGER & FEAR
24 MAGAZINES
25 THE BEAUTIFUL
26 BEARS
27 AUTHOR, AUTHOR
28 LETTERS TO OTHERS
29 MYSTERY
30 THE COLOR RED
31 STORY STUDY
32 CLASSROOM NEWSPAPER
33 MUSIC, SONGS, & LYRICS
34 SONGWRITING
35 PLAYS AND DRAMA TIME
36 BECOMING A PLAYWRIGHT
37 BOOKMAKING
38 FANCY BOOKS: POP-UPS
39 FANCY BOOKS: POP-UPS
40 BIRDS: FLY AWAY TIME

MORE THEMES: THE UNIVERSE

1 SKY & SPACE
2 SUN
3 STARS
4 EARTH PLANET
5 THE LAND & ITS MINERALS
6 MOUNTAINS & CANYONS
7 PLAINS
8 DESERTS
9 SEA
10 FRESH WATER, RIVERS
11 ISLANDS
12 TREES
13 FLOWERS
14 FRUIT PLANTS
15 FOOD
16 ENDANGERED ANIMALS
17 BIRDS, REPTILES
18 INSECTS, FISH
19 MAMMALS
20 THE BUTTERFLY
21 PEOPLE, RACES, NATIONS, COMMUNITIES, ORGANIZATIONS, UNIONS, THE UNITED NATIONS
22 ARTIFACTS
23 COMMUNICATION ARTS
24 RELIGION & PHILOSOPHY
25 HISTORY
26 LITERATURE
27 SCIENCE & MATH
28 POLITICS, ECONOMICS
29 EDUCATION
30 RECREATION & ENTERTAINMENT
31 BELIEFS OF IMMORTALITY
32 ETHICS
33 PSYCHOLOGY & EMOTIONS
34 PERSONAL RELATIONSHIPS
35 COLOR
36 DESIGN
37 BUILDINGS & ARCHITECTURE
38 MOVIE MAKING
39 DESIGNING NEW CITIES
40 DESIGNING ENTERTAINMENT CENTERS: HOME & BUSINESS

SECOND LANGUAGE OBJECTIVES
VOCABULARY ACQUISITION*

1 Name
2 Family
3 Numbers
4 Address and phone
5 Birthday
6 Greetings
7 Verbs:
  (go, want, need,
  take, have, eat,
  like, make, write)
8 Illness words:
  (hurt, feel, ache,
  pain, cut, bleed)
9 Colors
10 School Areas
11 Classroom directions
12 Classroom
13 Home: rooms
14 Home: kitchen
15 Home: objects
16 Parts of head and body
17 Clothing
18 Food
19 Alphabet
20 Transportation
21 Toys
22 Animals: farm & domesticated
23 Animals: zoo & wild
24 Community Helpers
25 Community Buildings
26 Shapes
27 Body movement
28 Spatial vocabulary: prepositions -
  in/out, left/right, above/below,
  top/bottom, over/under
29 Adjectives - opposites
  tall/short, big/little,
  black/white, sweet/sour
30 Days of Week & Months
31 Signs
32 Seasons
33 Money
34 Time
35 Weather Conditions
36 Plants
37 Earth (water, land, sky, air
  mountains, desert, animals, etc.)
38 Hygiene vocabulary
39 Telephone
40 Television, leisure & sports

*** LANGUAGE EXPERTS SEEM TO AGREE THAT WE LEARN THE VERBS FIRST.** Vocabulary boxed flash cards have full color pictures plus the word. Some of the sets, such as by F. Schaffer, are divided so that you can get a box of Verb flash cards.

FOREVER CHANGEABLE LEARNING CENTER

This learning center is constructed so that you can change the learning materials without constructing a new center. This is accomplished by using top loading plastic sleeves, keeping the worksheets in a file folder and by the use of fade-resistant materials. See figure number 1.

MATERIALS:

2 POSTER BOARDS (28" x 22") OR EQUIVALENT CARDBOARD. THE BOARDS ARE CUT:
RIGHT SIDE: 12" x 18" LEFT SIDE: 12" x 18" MIDDLE: 14" x 22"
2 TOP LOADING SHEET PROTECTOR "SLEEVES", CLEAR PLASTIC BY K&M CO., #PV 119.
1 ROLL OF PLAIN COLORED CONTACT PAPER OR FADELESS ART PAPER.
2 ROLLS OF COLORED TAPE 3/4" WIDE TO MATCH THE CONTACT COLOR.
1 LEGAL SIZE FILE FOLDER.
1 LETTER SIZE FILE FOLDER (OR AN 8½" x 11½" PIECE OF TAG).
1 FASTENERS, SMALL SIZE, 1/2".
1 ROLL SCOTCH MAGIC TAPE 3/4" WIDE WITH MATTE OR DULL FINISH.
1 UTILITY BOX SUCH AS A "SCHOOL CAFETERIA CHEESE BOX." (The boxes that the cafeteria cheese is packed in make good student work boxes or organizational/storage boxes. If you want to attach a plastic box make the holes thru the plastic by heating an ice pick that has a wooden handle.)

DIRECTIONS

THE BOARDS:

1 CUT ONE BOARD 14" x 22". THIS IS YOUR MIDDLE BOARD. CUT THE OTHER TWO BOARDS 12" x 18". THESE ARE YOUR LEFT AND RIGHT SIDE BOARDS.
2 SPRAY THE COLORED SIDE OF THE BOARDS WITH KRYLON FOR A LONG LASTING CLEAN LOOK. KRYLON IS A PROTECTIVE LIQUID PLASTIC.
3 CUT THE OUTSIDE CORNER OFF ALL BOARDS AT THE TOP ABOUT 1/2".
4 LAY THE CONTACT OR FADELESS PAPER FACE UP ON A TABLE.
5 LAY ONE BOARD DOWN ON THE CONTACT WITH THE UNCOVERED SIDE FACING YOU.
6 WITH A PENCIL TRACE AROUND THE PATTERN OF THE BOARD.
7 CUT OUT THE CONTACT.
8 COVER THE BOARD, LAYING THE CONTACT DOWN FROM THE TOP TO THE BOTTOM.
9 CONTINUE STEPS #6 AND #7 UNTIL ALL BOARDS ARE COVERED. GLUE IF YOU ARE USING THE FADELESS PAPER. I HAVE ALSO USED DISCARDED BOOK COVERS AS AN ART FORM MAKING A COLLAGE OF THEIR ILLUSTRATIONS.

THE CENTER:

1 COVER THE FRONT AND TWO SIDES OF THE CHEESE BOX WITH THE CONTACT.

2 PUNCH TWO HOLES IN THE BACK SIDE OF THE BOX ABOUT AN INCH FROM THE TOP AND TWO INCHES APART FROM THE CENTER OF THIS SIDE. THESE HOLES WILL BE FOR THE FASTENERS. NOW PLACE THE BOX AGAINST THE SIDE OF THE BOARD THAT YOU WANT FOR THIS BOX. MAKE CERTAIN THE BOX IS SITTING FLAT ON THE TABLE AND THAT THE BOARD IS, ALSO. TAKE YOUR PENCIL AND PUSH IT THROUGH THE TWO HOLES AND MAKE A MARK ON THE

BOARD. USE AN X-ACTO. MAKE A SMALL SLIT FOR THE PAPER FASTENER THROUGH THE BOARD. TRY A FASTENER TO MAKE CERTAIN THAT ALL THE HOLES WILL WORK. SET THE BOX AND FASTENERS ASIDE. ATTACH LAST.

3 LAY THE BOARDS ON A TABLE FACE DOWN, THAT IS, CONTACT SIDE DOWN. LEAVE A SMALL SPACE, 1/3" BETWEEN EACH BOARD. DOUBLE CHECK THAT THE BOARDS ARE EXACTLY EVEN AT THE BOTTOM OR THEY WILL NOT STAND PROPERLY. PUT A SMALL PIECE OF SCOTCH TAPE TO HOLD THE BOARDS IN PLACE AND TRY STANDING THEM UP TO CHECK THAT THEY ARE EVEN AND THAT THE SIDES WILL SWING BACK AND FORTH.

NOW, TAPE WITH MATTE TAPE SO THAT THE RIGHT AND LEFT SIDE BOARDS ARE ATTACHED TO THE CENTER PIECE. TAPE ALONG THE BACK SIDE AND THE FRONT SIDE. "SCRUB" THE TAPE WITH THE BACK OF YOUR THUMB FINGERNAIL.

4 TRIM THE ADVERTISING OFF THE PLASTIC SLEEVES. USE THE MATTE TAPE TO TAPE ONE TOP LOADING PLASTIC CLEAR SLEEVE TO THE TOP OF THE CENTER BOARD. WHEN YOU COME TO THE TOP OF THE SLEEVE CONTINUE TO TAPE, BUT PUT THE TAPE ALONG THE INSIDE EDGE OF THE PLASTIC. LEAVE THE OUTSIDE TOP PIECE UN-TAPED SO THAT YOU CAN LOAD INSIDE THE SLEEVE.

5 CUT THE OTHER PLASTIC SLEEVE IN HALF SO THAT THE BOTTOM POCKET IS ABOUT 81/2" x 51/2". TAPE THIS AT THE BOTTOM OF THE OTHER SIDE BOARD.

6 USE THE OTHER PIECE OF THE PLASTIC SLEEVE AS A POCKET, ALSO. FIRST, TAPE ALONG THE OPEN BOTTOM CUT EDGE SO THAT IT IS NOW CLOSED. THEN, TAPE THE POCKET ABOUT FOUR INCHES ABOVE THE UTILITY BOX'S TOP EDGE. REMEMBER TO TAPE THE INSIDE OF THE TOP EDGE TO THE BOARD.

7 GET A LEGAL SIZE FOLDER. TURN IT SO THAT YOU ARE HOLDING IT VERTICALLY. OPEN THE LEGAL SIZE FILE FOLDER FLAT ON A TABLE WITH THE INSIDE FACE UP. FOLD THE BOTTOM OF THE FILE FOLDER UP TOWARD THE TOP 31/2". TAPE EACH FOLDED SIDE TO THE FILE SO THAT A POCKET IS MADE. USE THESE TWO POCKETS FOR YOUR ACTIVITY MATERIALS. IF YOU WANT THE MATERIAL TO SHOW, TURN THE WHOLE FILE POCKET INSIDE OUT. PUT THE ACTIVITIES MATERIALS IN THE OUTSIDE POCKETS.

8 USING YOUR PIECE OF TAG OR PART OF A LETTER FILE FOLDER, CUT ONE PIECE 41/2" x 11". PLACE THE TAG IN FRONT OF YOU ON THE TABLE. HAVE THE BOTTOM EDGE RUNNING ALONG THE TABLE EDGE. FOLD THIS LENGTH EDGE UP TOWARD THE TOP OF THE TAG 21/2". CREASE WELL. SCOTCH TAPE BOTH ENDS. GLUE THE BACK SIDE TO THE BOTTOM OF THE MIDDLE BOARD. CENTER IT. NOW TAPE IT WITH THE MATCHING TAPE AT THE VERY BOTTOM.

FINISHING TOUCHES:

1 LOOK FOR ANY RAGGED EDGES. CUT OR FILE THESE WITH AN EMERY BOARD. USE YOUR MATCHING TAPE TO GO ALONG ALL EDGES.
2 USE THE MATCHING TAPE TO REINFORCE THE HINGES.
3 USE THE MATCHING TAPE TO GO ALONG THE OUTSIDE EDGES TO PREVENT FINGER MARKS.
4 ATTACH YOUR UTILITY BOX.

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PUTTING IT ALL TOGETHER:

1. SELECT A TOPIC.
2. FIND SOME BOOKS &/OR MAGAZINES. PUT THEM IN THE SLEEVES IF THEY ARE SMALL. (OR, USE THE SLEEVES FOR PICTURES, DIRECTIONS OR WORKSHEETS.)
3. FIND A BRIGHT PICTURE RELATED TO OR ABOUT THE TOPIC & PUT IT IN THE MIDDLE SLEEVE.
4. FIND SOME ACTIVITY PAPERS. PUT THE PAPERS IN YOUR FILE FOLDER.
5. PRINT THE DIRECTIONS ON THE FRONT OF THE FILE. USE THIS FILE TO STORE YOUR MATERIALS FOR NEXT YEAR BECAUSE IT HAS THE DIRECTIONS.
6. FILL THE UTILITY BOX WITH ACTIVITY UTENSILS SUCH AS SCISSORS, GLUE, MARKERS, PAPER FASTENERS, AND SO FORTH.
7. FIND A SPOT FOR YOUR NEW CENTER IN YOUR CLASSROOM.

FOREVER CHANGEABLE LEARNING CENTER

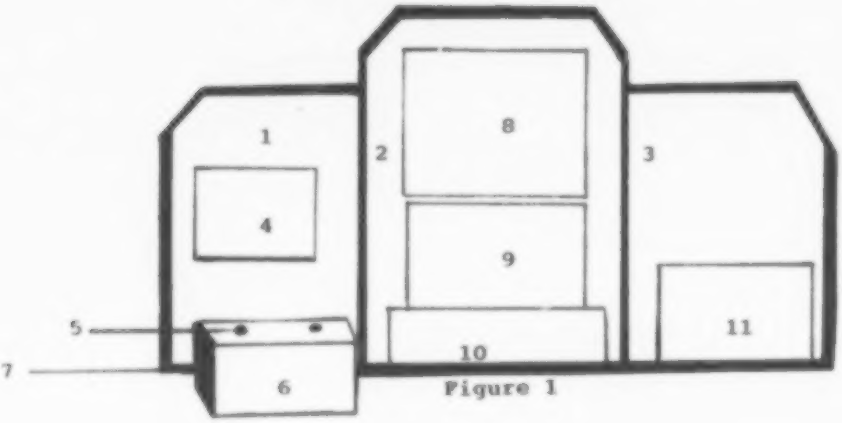


Figure 1

1,2,3 THE FRONT OF THE BOARDS COVERED WITH CONTACT OR FADELESS PAPER
4 PLASTIC SLEEVE CUT IN HALF
5 PAPER FASTENERS
6 UTILITY BOX
7 TRIM USING CLOTH OR VINYL MATCHING-COLOR TAPE
8 PLASTIC TOP LOADING SLEEVE
9 LEGAL SIZE FOLDER HOLDING THE ACTIVITY PAPERS
10 LETTER SIZE FOLDER OR TAG CUT, FOLDED AND PASTED TO FORM AN ENVELOPE
11 PLASTIC SLEEVE CUT IN HALF TO HOLD DIRECTIONS, PAPERBACK, PICTURE, ETC.

PERMANENT MINI LEARNING CENTERS

See figure number 2

1 USE LIGHT CARDBOARD, RAILROAD BOARD OR TAG. FILE FOLDERS WILL WORK AS A SUBSTITUTE AS YOU WILL LAMINATE THE BOARDS WHEN FINISHED OR COVER WITH CLEAR CONTACT PAPER. (14" x 11" or less)

2 DECIDE ON THE SIZE YOU WANT. CUT THE MIDDLE BOARD THE LARGEST. TAKE ONE OF THE SIDE BOARDS. CUT IT OFF ABOUT ONE INCH ALONG THE RIGHT SIDE. THIS ALLOWS THE CENTERS TO CLOSE FLAT FOR EASY STORAGE.

3 USE MATTE SCOTCH TAPE ONLY. TO MAKE THE BORDERS, DRAW THEM ON USING COLORED MARKING PENS

4 FIND A WHITE (OR BROWN) 9" x 12" ENVELOPE. CUT ITS LENGTH IN HALF. USE THE LOWER PORTION TO HOLD THE ACTIVITY SHEETS. GLUE TO A SIDE BOARD.

5 DELETE THE PLASTIC SLEEVES AND THE UTILITY BOX. FIND YOUR BLACK-LINE ACTIVITY SHEETS. MAKE COPIES SO THAT YOU CAN USE PICTURES FROM YOUR BLACKLINES TO DECORATE THE BOARDS. COLOR THESE SHEETS. CUT THEM USING A HALO. (A HALO IS ABOUT 1/8" OF PAPER BORDER AROUND THE FIGURE.) GLUE THEM TO THE BOARDS.

6 LAMINATE THE BOARDS OR APPLY CLEAR CONTACT.

7 SCOTCH TAPE THE COVERED BOARDS TOGETHER LEAVING A SMALL SPACE BETWEEN EACH BOARD SO THAT THEY CLOSE SHUT.

8 DON'T FORGET TO ADD A TITLE AND THE DIRECTIONS.

9 IF YOU ARE MAKING TASK CARDS USE INDEX CARDS. PUNCH A HOLE IN EACH AT THE TOP RIGHT CORNER. BIND TOGETHER WITH A METAL RING. MAKE ANOTHER POCKET FROM AN ENVELOPE GLUED TO A BOARD. KEEP THE TASK CARDS IN THE ENVELOPE. DON'T FORGET TO LAMINATE THE TASK CARDS.

10 AFTER YOU LAMINATE CUT THE ENVELOPES OPEN WITH AN X-ACTO KNIFE.

CENTERS NOTE:

There are many items on the market to help the teacher make learning centers. Of particular interest for the primary teacher are the following 1989 Creative Teaching Press items:

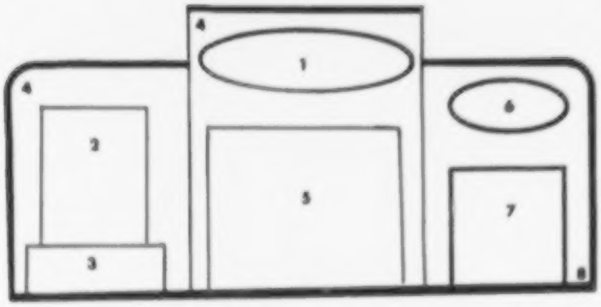
1 **CLASSROOM PUBLISHING KIT**, CTP 2301 which includes three brightly colored book covers (Treasure Chest, Magician's Hat, Dragon), back covers, the story starters and activity sheets with enough pictures to decorate your boards. All you need with one of these kits is the center itself. (Spanish and English).

2 Other publishing kits by this company are:

CTP 2300 **Things That Go** (Bus, Train, Balloon)
CTP 2302 **Shapes** (Pizza, Gift Package, TV Set)
CTP 2303 **Holidays I** (Santa Maria, Turkey, Rainbow)
CTP 2304 **Holidays II** (Haunted House, Heart, Santa's Bag)
CTP 2305 **Seasons** (Fall Leaf, Snowman, Flower)
CTP 2306 **Favorite Animals** (Elephant, Bear, Monkey)
CTP 2307 **If I Were** (Flag, Apple, Children)

3 Another resource for centers is **THE SIXTH ANTI COLORING BOOK** by Susan Striker and published by Henry Holt. Some of her other titles include: **Exploring Space on Earth**, **Red-Letter Days, Masterpieces** and **Build a Better Mousetrap**. All Anti Coloring Books have writing and art activities.

Figure #2



1. TITLE.
2. ACTIVITY SHEETS OR IN SOME CASES STUDY CARDS OR TASK CARDS.
3. 9" x 12" ENVELOPE CUT IN HALF.
4. ROUNDED EDGES.
5. EXAMPLE OF THE FINISHED PRODUCT COLORED AND PASTED ON BOARD.
6. THE WORD "DIRECTIONS."
7. THE DIRECTIONS ON PAPER WHICH IS PASTED TO THE BOARD.
8. THE "TRIM" WHICH IS PAINTED ON WITH COLORED FELT MARKERS.

NOTE: National University at 4025 Camino del Rio South in San Diego, CA 92108-4194, (619) 563-7100 offers a course titled MATERIALS WORKSHOP. Participants choose from over 1000 EXAMPLES OF CENTERS using the patterns, directions and information provided.

TIP: PERMANENT CENTERS CAN INCLUDE THE FOLLOWING:

1. **Magazines**: "World," "Ranger Rick," "Highlights," "Zoobooks"
2. **Coloring books**: Disney, Fairy Tales, Instructional, extra dittos
3. **Art/Crafts**: see Art Section, Materials p. 143. Have a box of **How To Draw** books.
4. **Math**: blocks, self-teach, plastic exercises w/answers on the back, wipe off, workbook, ruler, compass, protractor, shape stencils, paper, pencils, puzzles
5. **Reading:** "baby books," workbooks, "hot books," paperbacks, fairy tales, read-along books, T.V. guide, newspaper, Sears Catalog, comics, games, gameboards, flash and flip cards, dictionary, children's Sports Illustrated
6. **Language Arts**: tape recorder, puppets, toy phones, paper dolls, dolls, stuffed toys, doll house, writing materials, story starters, dictionary, 240 Writing Word List, extra pictures for quick illustrations, masks, theater miscellaneous
7. **Music**: Ear phones and cassette player, cassette tapes, sing along song book, nature sounds, movie track, musical, hottest children's item -**Beauty & the Beast**.
8. **Science**: magnifying glass, letter scale, hand scales, bug view box, bug house, fishbowl, plant, box of rocks, box of magnets with beach sand, prism, counting jar, a broken radio/clock, screwdriver (also, Phillips), balloon, thermometer, dinosaur model, flashlight, science books, plastic bottle with water and food coloring, ruler, tape measure, mirror, starfish and shells, book of leaves, geode, seeds, feathers, vials of sugar, salt and flour, Junior Visual dictionary by Corbeil and Archambault.
9. **Social Studies**: globe, your city & state maps, map of United States, compass, toy car/plane/ship, models, social studies textbooks and related reading material, viewer with filmstrips of the world, atlas, calendar, time/zip/area code maps, outline maps to color, world animals, picture books of the world, and Waldo miscellaneous

TIGGY CENTERS

BUTTERFLY:

1 Review the parts of the "Mini Centers."

2 Activity sheets are in the blacklines:
  A **SCIENCE**: Science sheet showing the stages of the Butterfly's life, p. 228, Butterfly Body, p. 229 and Butterfly symmetrical wing pattern, p.230.
  B **LANGUAGE ARTS**: Writing sheet with a large picture of a Butterfly at the top and lined paper for copying the Butterfly poem or a Report by copying from a book, p. 250.
  C **ARTS**: Make a butterfly activity sheet with body separate, p. 259, and Stuffed Butterfly, p. 260.

3 The center's example picture is made by copying the large butterfly from the writing paper, coloring it and cutting it out. Paste it on your mini center. On a plain white piece of paper write "Butterflies" with a large dark marker. Cut a halo around the word and paste it up. (Repeat these steps at each center but use different pictures from the blacklines.)

4 Use another piece of paper to write out directions such as:

1. Take 1 paper.
2. Color the pictures.
3. Show the teacher.

Once they have colored the picture you can tell them what to do or you can make an example of all activities and tape them on top of the one example.

You also need to put a book or magazine about butterflies in the center if you want the pupil to make a "Report." A report could consist of copying one or two facts and then reading them to the class. Zoobooks has a **"Butterfly"** book.

TIGERS' AND CATS' MINI CENTER:

1 The activity sheets are in the blacklines. Copy the ones you want to use for the children's activity sheets. Also, copy the ones you want to use for the example pictures.

  A Tiger writing paper for reports, letter paper, note paper, p. 251, 252, 254.
  B Parts of the cat with tiger picture included, p. 227.
  C Other Tiggy blacklines are pp. 255, 256, 258, 261 and 263.

2 If you want the children to write you must supply a book about cats and tigers for the center. TIGERS by Zoobook is an economical book.

AROUND THE WORLD:

1 The activity sheets are in the blacklines. Copy the ones you want the children to use. Also, copy the ones you want to use for the example.

  A Map of the world showing the continents p. 222, and continents maps pp. 276-282.

B Means of transportation p. 225.
C Parts of the earth p. 224.
D Areas of the oceans p. 223.

2 Don't forget to put a book about the world or start a subscription to National Geographic's WORLD magazine. If you do the latter your center will change automatically each month.

INSTANT CENTER

1 Buy a chart about your topic. Use this as your center's picture.
2 Buy a paperback book about this same topic. Put it in a plastic sleeve on one side of the board. Tape the sleeve to the board first.
3 Write the general directions... "Write a report about the TOPIC."
4 Put lined paper in the envelope on the other side panel of your center.
5 Buy a "Student's Folder" that has pockets to keep your Activities Sheets.

OTHER IDEAS

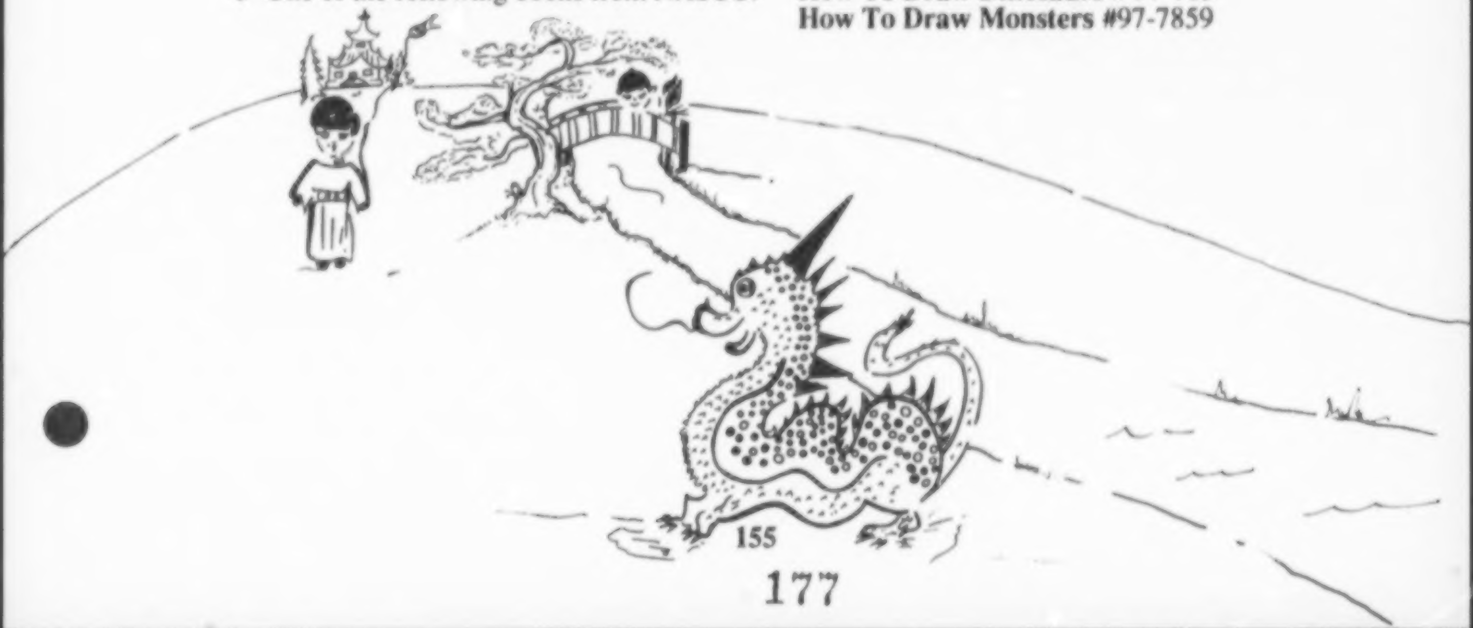
A.

1 Subscribe to three magazines such as:
    1 **"Ranger Rick"** Science
    2 National Geographic **"World"**
    3 **"ZOOBOOKS"**
2 Put a magazine in the three different centers.
3 Find a picture to go with each magazine.
4 Each month change the magazine. This gives you three centers made for the year.
5 Write general directions such as:

1 Write a report.
2 Trace, draw and color something of interest.
3 Find something else to do on your own.

B.

1 A small basket of #2 PENCILS
2 A small folder of WHITE PAPER
3 One of the following books from NASCO: **How To Draw Dinosaurs # 97-785**
How To Draw Monsters #97-7859



EARTH FACTS

REFERENCES:

1 Rand McNally **Children's Atlas of the World** and **Atlas of World Wildlife**.
2 National Geographic Society's **Natural Wonders of North America**.
3 The World Book's **Encyclopedia of Science**.
4 The World Book's **Encyclopedias, A-Z.**
5 TIME-LIFE BOOK'S **THE EARTH**.
6 The Usborne Book of **Earth Facts**.
7 The Usborne Book of **THE EARTH**.
8 The Usborne Book of **PEOPLE OF THE WORLD**.
9 A New True Book **Earth** published by Childrens Press, Chicago.
10 **The World's Great Religions** published by Golden Press.

See also the outline maps of the continents in the blackline section, p. 222 and 276. The references for the outline maps are the following: **Continents Maps & Studies**, pub. Golden Educational Center; **Outline Maps**, pub. Hayes; **Maps, The World and United States** pub. Teacher's Friend, **The Book of the World,** pub. Carson-Dellosa and **Children's Atlas of the World**, pub. Ideas.

FACTS

1 The earth is about four and one-half billion years old. The history of man is only about 5,000 years old. Each year about 2,000,000 tons of cosmic dust is added to the earth's mass. The largest meteorite recovered in the U.S. was found in 1902 near Portland, Oregon. It weighed 14 tons.

2 About 3/10 of the earth's surface is land and the other 7/10 water. Above the surface of the earth is a layer of air called atmosphere. It is 700 miles high.

3 One million earths would fit into the sun. If you flew all the way around the middle of the earth, you would travel almost 25,000 miles.

4 The earth has four different motions. They are:

  I The earth is one of nine planets that travel around the sun. This takes about one year and creates the seasons–winter, spring, summer and fall. The earth is almost 93 million miles away from the sun and orbits at about 67,000 mph.
  II The earth spins around its axis like a top. This creates light and darkness called day and night.
  III It travels with its other planets through space at about 400 miles per second.
  IV The whole Milky Way, including the solar system, is revolving like a pinwheel at 150 miles per second.

5 The sun and its nine planets exist within the Milky Way galaxy. Our earth and the solar system are only part of this great galaxy. The Milky Way is shaped like a flattened disk, much like a cookie. Light takes 120,000 years to travel from one end of the Milky Way to the other. This whole galaxy rotates. If we could live about 200,000,000 years we could make

one trip around the Milky Way. Scientists estimate that the galaxy is almost 800 million billion miles across. An electronic computer at Cambridge University has figured its age as 6,500,000, 000 years. The Milky Way is made up of about 100,000,000,000 stars. It can be easily seen as a bright haze on a clear summer night. It surrounds the earth.

6 On a clear night our eyes can see about 2,500 stars in the sky. Stars are huge balls of hot glowing gas. The sun is an average-size star, but it seems big to us as it is the closest star to earth.

7 Scientists estimate that there are 20 billion galaxies. All the galaxies together are called the universe. The universe is the cosmos or all that exists.

8 The solar system is made up of the planets and other heavenly bodies that travel around the sun. These planets are:

1 **Mercury**
2 **Venus**
3 **Earth**
4 **Mars**
5 **Jupiter**
6 **Saturn**
7 **Uranus**
8 **Neptune**
9 **Pluto**

9 The earth's moon is 240,000 miles from Earth. U.S. astronauts first landed on the moon on July 20, 1969. It has no water or air. The moon has less gravity than the earth. Rocks and dust are found on the moon and brightly colored glass pebbles.

10 The balance between gravitational and centrifugal forces produced by their motions keeps all solar system members in their paths.

11 The force that keeps things on the earth is called gravity. Gravity also keeps the moon traveling around the earth. The magnetic north and south poles and equator are all somewhat different from the geographic ones.

12 The source of the magnetic field lies deep within the earth. It is believed that the earth's magnetic field is produced by electric currents, and the dynamo to generate them is provided by complex patterns of both liquid flow and electric current in the liquid iron of the outer core. The electric currents produce a magnetic field which, passing through the flowing liquid, generates more electric current.

13 The earth is divided into three zones: crust, mantle, and core. The crust is mostly solid rock, although it includes the soil and sand as well. Along with air, water, and sunlight, the crust provides animals and plants with everything they need to live and reproduce. The rocks of the crust provide the soil with minerals that plants depend on.

14 The three parts of the earth are: **1 air** **2 water** **3 land.**

15 The natural world is divided into three sections: **1 mineral** **2 plant** **3 animal.**

16 The earth is made up of three kinds of rocks: 1) igneous (volcanic) 2) sedimentary (layers of rocks and living materials) and 3) metamorphic. The eight elements contained in rocks are:

1 **oxygen @ 46.5%**
2 **silicon @ 27.6%**
3 **aluminum @ 8.0%**
4 **iron @ 5%**
5 **calcium @ 3%**
6 **sodium @ 2.8**
7 **potassium @ 2.6%**
8 **magnesium @ 2.0%**

17 Diamonds are the hardest of earth's materials.

18 The surface of the earth is always changing through erosion by water, wind, ice (glaciers), earthquakes and man. New mountains are being made through volcanic action, earthquakes and the movement of the continental plates.

19 There was no oxygen upon earth until plants began making oxygen therefore life, as we know it, came about when plants came into being.

20 Dinosaurs lived on the earth 225 million years ago; mammals originated 200 million years ago; birds 50 million years ago. Ten thousand years ago the last woolly mammoth and saber-toothed cat had disappeared.

21 The highest spot on the earth is Mt. Everest in the Himalayas, 29,029 feet above sea level. The deepest spot is the Mariana Trench in the Pacific. The highest mountain on Earth is Mauna Kea, Hawaii 10,023 miles measured from the sea floor. The oldest mountain range is the highlands of Scotland at 400 million years old. The oldest rocks are in Greenland.

22 The nine land "Environments" on the earth are:

1 ICE & SNOW
2 HIGH BARREN AREA
3 TUNDRA & HIGH MOUNTAIN
4 CONIFEROUS FOREST
5 DECIDUOUS FOREST
6 TROPICAL RAIN FOREST
7 GRASSLAND
8 DRY SCRUB
9 DESERT

23 The oceans are linked to form one continuous area of salt water. This covers 70 percent of the earth. The seawater is 19% chlorine and 10.5% sodium. The names of the oceans are:

1 ATLANTIC
2 PACIFIC
3 INDIAN
4 ARCTIC

24 The major seas, also large bodies of salt water, are:

1 MEDITERRANEAN
2 ARABIAN
3 CARIBBEAN
4 THE GULF OF MEXICO

25 The water features are:

1 CONTINENTAL SHELF
2 TRENCH
3 BASIN
4 SEAMOUNT
5 RISE
6 RIDGE

26 The oceans' life is threatened because mankind uses the ocean for a garbage dump.

27 The ocean's food chain is:

1 Plankton
2 Plants
3 Herbivores
4 Carnivores
5 Larger carnivores

28 Most ocean creatures live near the top of the water, which is lighted and warmed by the sun.

29 The "cities" of the oceans are the coral reefs which become a habitat for many of the oceans' creatures. Corals, which grow in warm, tropical waters, are the skeletons of billions of tiny animals. The Great Barrier Reef is made of coral, and stretches in a series of islands and reefs for 1,260 miles along the north east coast of Australia. The Reef has taken at least 12 million years to grow.

30 The continental divide is an imaginary line. Along this line, in the U.S. you could pour a bucket of water so that half of it runs into a stream flowing west toward the Pacific. The other half runs into a stream flowing east toward the Gulf of Mexico, an arm of the Atlantic. All continents have continental divides.

31 Water is always evaporating from oceans and lakes. Water vapor is condensing into clouds. Then it returns to earth as fog, rain or snow. This is one of the many cycles in nature.

32 The largest island is Australia but it is called a continent. (Even though it is really an island Australia is mostly desert).

33 In order of the largest size first, the major islands are:

0 Australia is the largest island but considered a continent by most geographers.

1 **Greenland** - 7/8 of it is covered with snow
2 **New Guinea** - covered with thick jungles
3 **Borneo**
4 **Madagascar**
5 **Baffin**
6 **Sumatra**
7 **Honshu**
8 **Great Britain**

34 Some islands contain animals that are found no other place. Some islands have no wildlife animals other than birds. Some of the islands boast their own species of parrot.

35 Galapagos Islands are some of the islands made from volcanoes. As they were never a part of a mainland, the islands have completely different forms of living things, both plant and animal. The fifteen species of finches on the Galapagos Islands helped Charles Darwin develop his theories of evolution.

36 The United States' island state is Hawaii.

37 The largest land masses are called continents. The continents in order of size are:

1 **Africa**
2 **Antarctica**
3 **Asia**
4 **Australia**
5 **Europe**
6 **North America**
7 **South America**

See the outline maps in the blackline section. Each map is done somewhat differently to help the primary student learn about mapping the earth. They show the land, the surrounding water and a major river.

38 Scientists believe that continents "float" very slowly on plates across the Earth's surface.

39 The longest rivers are:

NAME	LOCATION	LENGTH (miles)
NILE	INDIA	4,160
AMAZON	SOUTH AMERICA	3,900
YANGTZE	ASIA	3,100
CONGO	AFRICA	2,718
*MISSOURI	NORTH AMERICA	2,714

*Authorities disagree, however the Missippi-Missouri river system is 3,892 mi.

40 The world has thousands upon thousands of lakes. Finland, alone, has about 60,000 lakes. Lake Superior of United States is one of the five Great Lakes. It is the largest body of fresh water in the world, 31,820 square miles. Lake Baikal (Baykal) of Siberia is the deepest and covers about 12,150 sq. mi. with a depth of 5,700 ft. Some large bodies of water commonly known as seas are really lakes. These include the Dead Sea, the Sea of Galilee, and the Caspian Sea.

41 In order of the largest amounts of population the continents* are:

1 **Asia**
2 **Europe**
3 **North America**
4 **Africa**
5 **South America**
6 **Australia**

42 The largest deserts of the world are the following:

DESERT	LOCATION	SQUARE MILES
SAHARA	NORTH AFRICA	3,500,000
AUSTRALIAN	AUSTRALIA	1,300,000
ARABIAN	SOUTHWEST ASIA	900,000
TURKISTAN	WEST-CENTRAL ASIA	750,000
NORTH AMERICAN	SOUTHWESTERN U.S. NORTHWESTERN MEXICO	500,000

43 At the North and South Poles it is always cold. Thick ice covers the land at both Poles.

*44 The North Pole is covered with ice which melts in the summer. The South Pole also is covered with ice. However, it does not melt in summer. This land, called Antarctica, has no human population and no government.

45 Around the equator it is hot all year long and it rains almost everyday. There are no seasons, just heat and rain and the rain forest grow continually.

46 Deserts are the driest places in the world. Not all deserts are sandy. In some deserts the ground is rocky with very little soil. A desert may go several years without any rain.

47 Most of the rest of the Earth has four seasons. The weather changes according to the hemisphere.

48 The weather satellite, NOAA, is a spacecraft which goes around the Earth and takes photographs of it from space. These photographs show the clouds covering the earth. You can forecast the weather by studying the clouds.

49 The Oregon-California coast redwood tree is the tallest living thing reaching as high as 350 feet. It lives for centuries. Also living for centuries is the giant sequoia of California which is not as tall as the redwood but is thicker. In Calaveras Big Tree State Park, you can see giant sequoias that were already growing at the end of the Roman Empire–about 1500 years ago. The "General Sherman," a giant tree in Sequoia National Park, is one of the oldest and largest living things on earth. It may be as much as 3,500 years old.

50 Trees and plants absorb the sun's energy and transform this into food for man and animals. Trees and plants absorb carbon dioxide and transform this into oxygen. Man and animals, alike, cannot survive without oxygen.

51 Coniferous trees have cones and needle-like leaves. Most conifers are evergreen, but some, such as larches, lose their needles in the autumn. Coniferous forest trees are:

1 **Spruce**
2 **Silver fir**
3 **Hemlock**
4 **Pine**
5 **Douglas fir**
6 **Cypress**
7 **Larch**
8 **Cedar**
9 **Redwood**
10 **Sequoia**

52 Broadleaved trees have flowers and wide, flat leaves. Some broadleaved trees are deciduous, (they lose their leaves in autumn), others are evergreen. Deciduous broadleaved forests grow in warm, temperate climates. Evergreen broadleaved forests grow where it is hot and wet all of the time.

Deciduous broadleaved forest trees are:

1 **Oak**
2 **Beech**
3 **Ash**
4 **Birch**

Elm
Alder
Sweet chestnut
Maple

53 Ecology is the study of how living things live in their surroundings, their environment. Most plant/animal environments, if destroyed by fire, planting or grazing, will regenerate themselves in ten years.

54 There are about a million different animals on the earth. The biggest animal, the blue whale, weighs about 100 tons. The smallest animal cannot be seen with the human eye. Sometimes you can't tell whether it is an animal or a plant. Usually, animals move around and plants don't.

55 Animals have been divided according to the following regions:

1 **Arctic**

2 **North American**

3 **Central & South American**

4 **African**

5 **Indian, South Asian, East Indian**

6 **Australian, New Guinian & Tasmanian**

7 **European and Central Asian**

56 Many living creatures are becoming extinct because man is using their habitat and food sources. About 50 of the 25,000 species of butterflies are extinct.

57 There are about 9,000 species, or kinds, of birds that live throughout the world. There are forty species of birds of paradise, eighty species of sea gulls. The American eagle is becoming extinct because pesticides get into its food and its young don't hatch properly. The scarlet ibis of the Caribbean gets more scarlet as it grows older. The skin on its legs match its plumage and is scarlet. Plumage, fur and skin demonstrate the complete spectrum of color.

58 The polar bear has white fur but with yellow or brown tints to the fur. It lives at the North Pole and eats seals. It is the largest carnivorous animal that lives on land and it can weigh 700 pounds. The elephant is larger but it is not carnivorous.

59 The study of man on his planet earth includes the following:

1 Air
2 Animals
3 Climate
4 Earth
5 Ecology
6 Environments
7 Evolution
8 Foods
9 Maps
10 Minerals
11 Mountains
12 Natural Resources
13 Rocks
14 Oceans
15 Plants
16 Rivers
17 Seasons
18 Soil
19 Solar system
20 Time
21 Water
22 Weather
23 Wind
24 Lakes

60 The principal crops of the world, used as food for man and beast, are:

1 Wheat
2 Rice
3 Oats
4 Millet
5 Maize
6 Rye
7 Barley
8 Sorghum

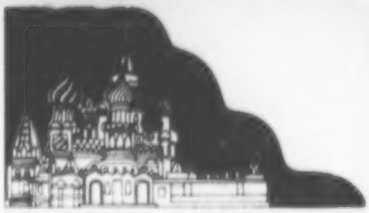
The milk of many animals is used for a drink, including the cow, goat, llama and yak.

61 Sources of energy are:

1 sun
2 water (electricity)
3 solar power
4 oil
5 coal
6 wind
7 gas (gas cells)
8 charcoal/fuel wood
9 sugar cane
10 hot springs
11 nuclear power (chemical)
12 magnetic force

62 The Grand Canyon of North America, over 5000 feet deep, holds much information about the evolution of the earth. The strata of the rock walls reveal details of the composition and age of the earth's crust as well as its movements. The walls are composed of layers of limestone, shale and sandstone. The canyon was gouged by the Colorado River.

There is also evidence of volcanic activity, folding and faulting. The rock layers contain fossils of animals and plants. The rocks are over 4,000 million years old. The swift Colorado river cut the canyon down to its present depth in about ten million years. It is currently wearing away the tough Precambrian rock at the canyon's bottom at a rate of one foot each 2,150 years.



63 The Grand Canyon has a fossil record unsurpassed anywhere on earth.

64 There are four main races of people living in the world today, though all of them belong to the same group, or species of mankind: Homo sapiens.

1 Mongoloid
2 Negroid
3 Caucasoid
4 Australoid

65 Man lives in tribes or nations. There are over 200 nations, each with its own government. Russia, (C.I.S.), was the largest nation with 8,649,496 square miles. China has the greatest population.

66 All men have the same needs of:

1 food
2 clothing
3 shelter
4 income
5 health
6 social adaptation

67 Some people believe that human beings, as we know them today, evolved from apelike, nonhuman ancestors during the last two million years. The earth's population today is about five billion people and it continually grows.

68 Money is different in each country. However, 20 countries use "dollars." In the desert markets of Ethiopia people use bars of salt as money.

69 Half the people of the world are hungry and thousands die every year of starvation.

70 Most adults of the world are farmers. Most children of the world do not get an education. Most governments allow a minority to control the wealth and the majority to be economically "enslaved."

71 Charles Darwin took a job as a naturalist on the ship the Beagle. He traveled on it for five years, studying plants and animals. He went to the Galapagos Islands and studied the finches. He developed a theory of evolution. He said that all living things are descendants of just a few living things that existed long ago.

72 Darwin worked on the idea that nature selects the best of each generation. He and Alfred Wallace, who had noticed the same thing, wrote a book called The Origin of Species by Means of Natural Selection.

73 Darwin noticed that living things seemed to be designed for the way they lived. The beaks of seed-eating birds were suited for picking up and opening seeds. The beaks of meat-eating birds were especially suited for tearing their prey. Darwin decided that nature selects the living things that can survive best. It does this by causing weak and poorly suited living things to die out. The better-suited ones live to pass their traits on to their offspring.

74 Language is an artificial, learned tool. It dates back to circa 4000 B.C. There are about 5,000 languages. There are twelve hundred American Indian languages. Over 1,000 languages are spoken in Africa. Russia once published newspapers in about 2,5000 different languages. China, with the world's greatest population, has been changing its language for the past fifty years, especially since WW II and the Communist take-over. They speak Mandarin but have hundreds of dialects. The people speaking the dialects can read the same written picture language but have no alphabet.

75 Many languages have died out, including Latin. Some people use a language called Basic English (850 words) as an International Language.

76 Singapore educates its 3 million people of approximately seven basic ethnic groups in English.

77 The table below indicates the number of nations whose people speak the language listed.

English	**-**	**39**	**Italian**	**-**	**6**
Arabic	**-**	**34**	**German**	**-**	**6**
Spanish	**-**	**22**	**Portuguese**	**-**	**2**
French	**-**	**7**	**Norse**	**-**	**2**
German	**-**	**6**			

The two main alphabets are the Latin or Roman alphabet and the Arabic alphabet.

78 The Semitic languages are among the oldest. They are now spoken mainly in Arabia, Palestine, Syria, Iraq, Egypt and other North African countries. They include Assyrian, Aramaic, Syrian, Canaanitic, Phoenician, Hebrew, Arabic, and Ethiopic. The Aramaic language was spoken by Jesus.

79 An Arab is a person who uses the Arabic language in everyday conversation, although they might use other languages in their religious services. Most Arabs are Moslems. The modern Arab World, often called the "Arab bloc," stretches from the Atlantic Ocean to the Persian Gulf. It includes the Arabic speaking peoples of the following countries: Ifni, Morocco, Algeria, Tunisia, Libya, Sudan, Egypt, Jordan, Lebanon, Syria, Iraq, Kuwait, Saudi Arabia, Bahrain, Qatar, Trucial Coast, Oman, Aden, and Yemen. (To unite the people, the Prophet Mohammed stressed that the sacred book, the Koran, was revealed in Arabic.)

80 Many people speak languages known only to their area. Russian was the official language of U.S.S.R. but the people spoke between 150 and 200 separate languages.

81 The different cultures of peoples add to the enjoyment of life. The food, music, dance, art, clothing, literature, sports and holidays contribute to make life on the earth full of variety and color.

82 The Olympic Games are held every four years for amateur athletes. No other sports spectacle has a background so historic. The five rings, the symbol of the Olympic Games, appear on the Olympic flag. The interlocked rings are blue, yellow, black, green and red. They represent the continents of Eurasia, Africa, North America, South America, and Australia linked in friendship. The Olympic flag is shown with flags of the world in most reference books. The games are divided into Summer Games and Winter Games. The official motto is Citius, Altius, Fortius, which means swifter, higher, stronger.

83 Mankind has always worshipped some form of God or gods. The six most influential religions today are the following:

1 **Hinduism**
2 **Buddhism**
3 **Chinese philosophies**
4 **Islam**
5 **Judaism**
6 **Christianity**

84 Christianity and Islam (wrongly called Mohammedism) have grown from Judaism. Islam is the youngest of the religions, dating back 1,300 years.

85 **The World's Great Religions** by the Editorial Staff of LIFE, copyright 1958 by Time, Inc., states: "As man develops more power over the world around him, he must be saved from the most destructive of idolatries-self-worship.…Each great religion in this book attempts to save man from following the road of self-worship..."

86 Some men who have tried to rule the world through force are:

1 Darius I of Persia
2 Alexander of Macedonia
3 Trajan of the Roman Empire
4 Abu Bekr from the Moslems
5 Genghis Khan from the Mongols
6 Napoleon of France
7 Wilhelm of Germany
8 Adolph Hitler of Germany

87 The organization which tries to protect the human rights of all people in the world and to keep peace in the world is the United Nations. The United Nations has its headquarters in New York, U.S.A.

88 The United Nations was born within the League of Nations, which was the first comprehensive plan for world unity. This league was proposed by President Woodrow Wilson of the United States after World War I.

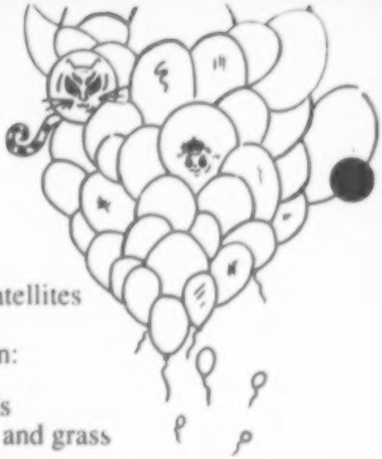
89 After World War II, the United Nations was formed to replace the League of Nations. The U.N. heads many world organizations which deal with all human concerns including world peace, international arbitration and law suits, the rights of artists, world health and hunger, telecommunications, law for world maritime use and aviation, help to underdeveloped nations or during catastrophes, world weather and meteorology and UNICEF which helps children throughout the world. The U.S. Committee for UNICEF, 331 E. 38th ST., NYC 10016.

90 UNESCO is a specialized agency of the United Nations. Its full name is United Nations Educational, Scientific and Cultural Organization. UNESCO works for understanding and cooperation among people everywhere. Its headquarters is in Paris. UNESCO stresses education, the spread of culture, and an increase in scientific knowledge. UNESCO encourages artists, scientists, teachers, and students to travel, study, and work in other countries.

91 Each month UNESCO publishes the UNESCO COURIER in the following languages:

1 Arabic
2 English
3 French
4 German
5 Japanese
6 Russian
7 Spanish

92 The United Nations Flag features the official UN emblem, a map of the world flanked by two olive branches. The olive branches signify the UN's purpose of promoting WORLD PEACE.



MURALS

Mural topics might easily include any of the subjects listed below.

1 **SOLAR SYSTEM** - 9 planets, sun, moons, stars, asteroids, meteors, dust, satellites

2 **WORLD OUTLINE MAP** - teacher could overlay with plastic &/or color in:

LANDFORMS - mountains, deserts, rivers, oceans, seas, plains, islands
FLORA - rainforests, broad-leaf or coniferous forests, flowers, grasses and grass crops, major crops, and so forth
FAUNA - animal regions and major animals from each region, animals of literature
CITIES - capitals, cultural centers, relatives' residences, weather, ethnology
PRODUCTS - farmed/manufactured or of interest/used by the class, buildings, music
PEOPLES OF THE WORLD - magazine pictures or Schaffer's "Children of the World" might be attached to the map, drawings
CULTURAL & SPORTS - the Olympics, concerts, U.N., Art Centers, Competitions, Pen Pals, current events, wars and catastrophes
LANGUAGES - might be attached to paper dolls, cities, capitals

3 **THE SEA** - levels of life of a cross section of the sea using realia, pictures; trade routes

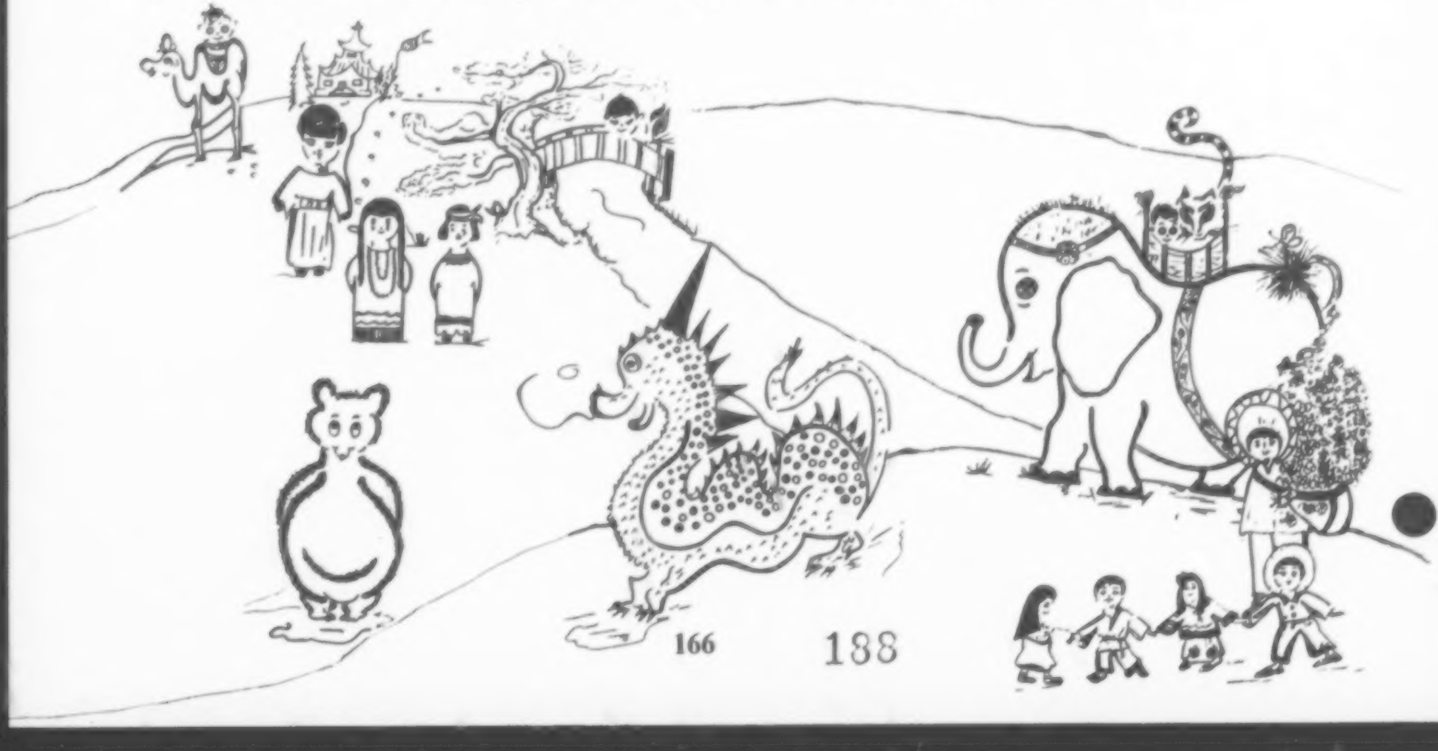
4 **LANDFORMS** - showing the different entities that exist throughout world - Grand Canyon, Ayers Rock of Australia, Amazon Jungle, Sahara of Africa, Niagara Falls, Swiss Alps, etc.

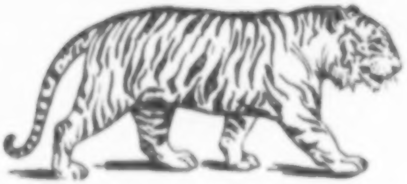
5 **COSMOS** - showing many galaxies and the Milky Way with the small solar system within

6 **EARTH** - showing minerals, gems, chemicals of the earth and might include some realia (have students bring rocks AFTER they wash and scrub away the soil)

7 **CYCLES** - a mural of various cycles - day & night, seasons, water, the food chain, butterfly, frog, the seed, chemicals cycle = soil, plant, animal, human body back to chemicals

MAPS, FLOOR MAPS - Floor plans, street maps can be made on vinyl cloth with markers.





TIGER FACTS

1 Mother tigers take care of their young for the first four years of life. She protects them from hyenas and leopards that want to eat them.
2 She cleans them by washing them with her tongue.
3 Each baby tiger has black markings on its forehead which are different from all other tigers.
4 Tigers like to play and swim in water. Sometimes they catch fish to eat.
5 There are different kinds of tigers. The Siberian tiger is the largest and can weigh up to as much as 14 first graders all together. (about 400 lbs.) There are three kinds of cats: big like the tiger, small like the bobcat and house cats; and the cheetah which is in a group by itself and is the fastest land animal. The cheetah can race up to 60 miles per hour.

The six races of tigers as stated in ZOOBOOK'S 1992, "Tigers," are:

A Caspian Tiger (Panthera tigris virgata) - now extinct
B Bengal Tiger (Panthera tigris tigris) - about 4500
C Siberian Tiger (Panthera tigris altaica) - 250
D Chinese Tiger (Panthera tigris amoyensis) - fewer than 40
E Javan Tiger (Panthera tigris sondaica) - now extinct
F Sumatran Tiger (Panthera tigris sumatrae) - fewer than 30

6 Tigers are among the most feared animals. They have strong jaws, big teeth, massive feet, and long, sharp claws. They have five toes but one toe is placed higher than the rest and does not touch the ground.
7 Most tigers have fur that is colored black, white and yellow-orange. The white Bengal tiger is white and black, only. Its nose can be black and pink. Its black stripes are very light, almost gray.
8 The lips of the tiger are black but the inside of the mouth and the tongue are pink. The skin of the nose is pink and black. The paw pads are colored pink and black or black. The skin around the eyes is usually black. The eyes are a golden yellow the same color hue as the fur.
9 During the day the tiger hides in the forest or in a cave. Most tigers are nocturnal. That is, at night they go out to hunt for food. They like to eat pig, deer and antelope, their prey. They might eat up to 55 pounds of meat. A tiger fails on at least 9 out of every 10 hunting attempts.
10 Tigers are almost extinct. There are more Siberian tigers in zoos than in Siberia.
11 Tigers are related to all other cats but they roar rather than purr. The tiger is related to the lion, spotted leopard, and the jaguar.
12 All tigers belong to the same species.
13 The tiger's home or habitat can be a rain forest, evergreen forest, marshy area or even a dry grassland. Tigers can live where it is hot or cold.
14 Tigers live only on the continent of Asia and some Asian Islands.
15 The countries they live in are:

China
Sumatra
Nepal
Korea
India
Bengal
Burma
Thailand
C.I.S. (Commonwealth of Independent States), RUSSIA
Indo-China
Vietnam

16 Tigers have lived to be 25 years old in zoos. Most tigers don't live that long.
17 The female, woman, tiger bears two or three cubs about every two or three years.

18 The cubs are born blind and weigh just two and one-half pounds at birth.
19 The female nurses the cubs on her milk for five or six months.
20 Before the cubs leave their mother she has taught them how to survive.
21 Most tigers live their life alone.
22 Wild tigers have killed more people than any other mammal. Tigers that kill people are called man-eaters. Usually just old or ill tigers who can't hunt kill people.
23 Tigers are an endangered species.
24 There are perhaps 4,000 wild tigers now, in 1992. Many of them are protected in preserves in C.I.S., India, and Nepal.
25 Cats are known to be clever. Such is the story of Puss-In-Boots where a cat helps its poor owner win wealth and marry a princess.
26 Male tigers are bigger than female tigers. They weigh around 420 pounds and from head to rear are about 7 feet long. Females are a foot shorter and weigh about 320 pounds.
27 Tigers mark out their own hunting territory by scratching on trees and leaving a scent. Another tiger smelling the scent always makes a funny face.
28 A male tiger will guard his food from others but will usually share it with cubs. To show the cubs that he is friendly the male tiger will leave his food and go to the cubs, rubbing them with his head and shoulder and sides. He then lets them eat as he waits until they are finished to resume eating. If a tiger wants to share a kill with other tigers, he will let out a roar that can be heard for over a mile.

THE TIGER

TIGER, TIGER, BURNING BRIGHT
IN THE FORESTS OF THE NIGHT,
WHAT IMMORTAL HAND OR EYE
COULD FRAME THY FEARFUL
SYMMETRY?

WILLIAM BLAKE

CAT FACTS

THE PURPOSE OF STUDYING THE COLOR OF THE CAT IS TO HELP THE STUDENT UNDERSTAND HAIR AND SKIN COLORING, HEREDITY AND GENETICS AS WELL AS VISUAL DISCRIMINATION.

Reference: **The Ultimate Cat Book** by David Taylor, published by Simon and Schuster, New York and Dorling Kindersley, London, Daphne Negus, editor, 1989. David Taylor, besides writing several books, has been in veterinary practice for over thirty years.

PAGE	NAME	HAIR COLOR: COAT	SKIN COLOR: NOSE PAD	SKIN COLOR: FEET PADS
34	BLACK PERSIAN	BLACK	BLACK	BLACK/BROWN
36	WHITE PERSIAN	WHITE	PINK	PINK
38	BLUE PERSIAN	BLUE-GRAY	BLUE	BLUE
40	RED PERSIAN	ORANGE-RED	BRICK-RED	BRICK-RED
41	BLUE-CREAM	BLUE-CREAM	BLUE	BLUE
48	TABBY PERSIAN	SLATE-BLUE	ROSE-PINK	ROSE-PINK
50	TORTOISESHELL	RED, CREAM, BLACK	PINK or BLACK	PINK or BLACK
54	HIMALAYAN SEAL	CREAM, SEAL-BROWN	SEAL-BROWN	SEAL-BROWN
56	PEWTER PERSIAN	WHITE & BLACK	BRICK-RED	BRICK-RED
58	LILAC PERSIAN	PINKISH DOVE-GRAY OR LAVENDER	PINK	PINK
58	CHOCOLATE PERSIAN	DARK CHOCOLATE BROWN	DARK CHOCOLATE BROWN	DARK CHOCOLATE BROWN
60	CHINCHILLA GOLDEN PERSIAN	RICH CREAM w/ SEAL BROWN/BLACK TIPPING	ROSE (THE EYES ARE BROWN OUTLINED)	SEAL BROWN
62	BIRMAN (Blue-point)	BEIGE GOLD w/ BLUE-GRAY POINTS	SLATE GRAY	PINK
64	RAGDOLL	PALE FAWN W/DARK SEAL-BROWN POINTS	SEAL BROWN	BROWN OR BLACK
66	BALINESE	MILK WHITE W/PINKISH GRAY MASK, EARS, TAIL & LEGS	LAVENDER-PINK	LAVENDER-PINK
71	TIFFANY	SABLE BROWN	BROWN	BROWN
76	NORWEGIAN FOREST	BLUE W/WHITE SHOWING THROUGH	BLUE	"PADS CORRESPOND IN COLOR TO THE COAT" - BLUE
82	BRITISH BLACK	JET BLACK	BLACK	BLACK
84	BRITISH WHITE	SNOWY WHITE	PINK	PINK
87	BRITISH BLUE	BLUE	BLUE	BLUE
88	BRITISH BLUE-CREAM	BLUE & CREAM	BLUE	BLUE OR PINK OR A MIXTURE
90	BRIT. RED TABBY	RED	BRICK-RED	DEEP RED
92	BRITISH TORTOISESHELL	BLACK, RED, CREAM	BLACK	PINK OR BLACK OR A MIXTURE OF BOTH
94	BRITISH SPOTTED SHORT HAIR	PALE GRAY w/ BLACK MARKINGS	RED OUTLINED IN BLACK	BLACK OR RED
100	MANX TORTOISESHELL	BLACK, WHITE, RED, CREAM	PINK & BLACK	"SHOULD CORRESPOND TO THAT OF THE COAT"

IF THE TEACHER CAN GET **THE ULTIMATE CAT BOOK** IT IS MAGNIFICENT. IF NOT, TRY TO GET BOOKS WITH PHOTOGRAPHS OF CATS, POINT OUT THE SKIN COLORS. CHECK THE EAR SKIN, BOTH UPPER AND LOWER LIPS, THE NOSE, AROUND THE EYES AND THE PAWS. NOTICE THE FOLLOWING SKIN COLORS/TINTS: WHITE, PINKISH, PINK, BRIGHT PINK, REDDISH, ORANGE RED, RED, RED BROWN, YELLOW BROWN, BROWN, GRAY BROWN, GRAY, BLUE GRAY, BLACK GRAY AND BLACK. ALSO, NOTICE THE LAVENDER COLORATIONS OF SKIN.

THE COLOR OF THE SKIN ON THE PAWS CORRESPONDS TO THE FUR COLOR. THE SKIN OF THE EARS CORRESPONDS WITH THE FUR COLOR. ALSO, THE SKIN AROUND THE EYES IS THE SAME COLOR/TINT AS THE SKIN ON THE NOSE. THERE ARE ALWAYS EXCEPTIONS.

THE CALICO CAT WILL HAVE CALICO COLORED SKIN ON ITS EARS. IT MIGHT ALSO HAVE CALICO SKIN AROUND ITS EYES AND MOUTH. THIS CAN BE OBSERVED IN **THE ULTIMATE CAT BOOK** PAGES 31, 52, 53 AND 104. FINALLY, NOTICE THAT SOME NOSES AND PAWS HAVE TWO COLORS OF SKIN SIMULTANEOUSLY, AND THAT NOSES ARE NOT ALWAYS THE SAME SKIN COLOR AS THE MOUTH.

SOME CATS' SKIN COLORS CAN BE SEEN ON PAGE 131 WHERE THEY SHOW PHOTOGRAPHS OF THE SPHYNX, A HAIRLESS CAT. WE CAN SEE THESE COLORS: PINK, GRAY, BLACK, BROWN AND YELLOW-PINK SKIN COLORS.

CATS ARE A MAMMAL THAT HAVE DIFFERENT SKIN COLORS. THE SKIN COLORS CORRESPOND TO THE HAIR COLOR. THEREFORE, THERE IS A GENETIC RELATIONSHIP BETWEEN THE COLOR OF SKIN AND THE COLOR OF HAIR. SO I WOULD CONCLUDE THAT IT IS GENETICS THAT DETERMINES THE COLOR OF SKIN.

I WOULD ALSO NOTE THAT SOME DARK-SKINNED HUMAN BEINGS HAVE A DIFFERENT COLOR OF SKIN ON THEIR GUMS OTHER THAN BRIGHT PINK-RED. THIS I DOUBT WOULD COME FROM THE SUN. THE SUN BLEACHES HAIR AND TANS SKIN.

CROSS-FERTILIZATION CAUSES COLOR CHANGE JUST AS CROSS-BREEDING CREATES NEW COLORS IN CATS' HAIR AND SKIN. **ALL COLORS** ARE REPRESENTED IN THE ANIMAL KINGDOM'S SKIN.

FLOWERS HAVE BEEN RAISED SO THAT THEIR COLOR CHANGES. PUTTING CERTAIN CHEMICALS IN THE SOIL WILL CHANGE THEIR COLOR. ADDING ASHES TO THE EARTH AROUND THE ROSE PLANT WILL DARKEN THE COLOR OF THE ROSE SO THAT AFTER A NUMBER OF YEARS THE ROSES THAT BLOOM WILL BE BLACKISH IN TINT. THIS IS MOST BEAUTIFUL IN SOME RED ROSES.

THE BABOON IS BORN WITH A PINK FACE WHICH CHANGES TO BROWN IN A FEW MONTHS. THEN IN MATURITY THE SKIN IS BLACK!! (National Geographic **World Magazine,** May 1991.) THEREFORE THE BABOON'S FACE IS NOT BLACK BECAUSE OF THE SUN. THE DESERT LIZARD, WHICH HAS NOTHING ELSE TO DO BUT ABSORB THE SUN, IS NOT BLACK-SKINNED. I WOULD CONCLUDE THAT ALTHOUGH THE SUN TANS SKIN, THE DOMESTICATED CAT PROVES THAT GENETICS DETERMINE SKIN COLOR.

IF HUMAN LIFE IS SOMETHING THAT ONCE CRAWLED OUT OF THE SEA AND THROUGH MILLIONS OF YEARS TRANSFORMED INTO THE PRESENT RACES, THEN THERE MUST HAVE BEEN LAWS GOVERNING ALL OF THESE CHEMICAL AND PHYSICAL TRANSFORMATIONS. THERE ARE LAWS WHICH GOVERN THE TRANSFORMATION OF SOLID ICE INTO LIQUID WATER, AND THAT VERY SAME WATER INTO THE GAS, STEAM. THERE ARE LAWS OF PHYSICS WHICH GOVERN THE CHEMICAL COMPOSITION AND FORMATION OF WATER. THERE ARE LAWS WHICH GOVERN THE SMALLEST OF PARTICLES IN SPACE. SCIENCE IS THE STUDY OF THE LAWS OF THE NATURAL WORLD. **NOW, LET ME ATTEMPT SOME CREATIVE THOUGHTS.**

IF, THEREFORE THINGS DO EXIST, AND THEREFORE THEY EXIST IN A PARTICULAR NATURE OF BEING, THEN THAT VERY BEING MUST HAVE LAWS WHICH GOVERN IT OR IT WOULD NOT HAVE BEING AND NATURE.

THE LAWS OF GENETICS AND HEREDITY DETERMINE A GREAT DEAL, IF NOT ALMOST ALL, OF THE NATURE OF A LIVING BEING. THERE IS NO PURPOSE FOR THE SKIN AND HAIR COLOR TO CORRESPOND OTHER THAN AESTHETICS. THE LAWS OF GENETICS FOR HIGHER ANIMALS MUST INCLUDE AESTHETIC VALUES.

THE GALAXIES, ALL 20 BILLION OF THEM, DON'T SEEM TO BOTHER EARTH IN ITS MILKY WAY GALAXY. THE EARTH WITH ITS SUN AND MOON AND BLANKET OF AIR ARE ORDERLY. THE SMALLEST OF SPACE PARTICLES EVER TO EXIST HAS A NATURE AND HAS LAWS WHICH GOVERN THAT NATURE. THE LAWS OF COSMOLOGY AND THE THEORETICAL LAWS OF QUANTUM COSMOLOGY, THAT WHICH EXPLAINS THE ORIGIN OF EARTH, MUST STILL HAVE GOVERNING LAWS WHICH DEFINE THEIR BEING.

BLACK MATTER AND GRAVITATIONAL WAVES, ALTHOUGH NOT FULLY UNDERSTOOD, WILL EVENTUALLY BE UNDERSTOOD BY THE LAWS OF THEIR BEING. THE EARTH AND ALL ITS BEING DOESN'T EXIST, CHANGE, REPRODUCE, TRANSFORM AND DIE WITHOUT LAWS. LAWS GOVERN THE NATURES OF ALL BEING AND OCCURRENCES. **WHERE DID THE LAWS COME FROM?**

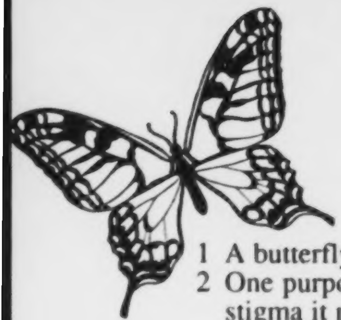
I, PERSONALLY, HAVE NO OBJECTION TO THE IDEA OF EVOLUTION. HOWEVER, THERE ARE SO MANY QUESTIONS. IF WE DID EVOLVE AND IF THINGS DO CEASE BEING BECAUSE THEY DIE OR ARE USELESS, WHY IS IT THAT MANKIND HAS HAIR GROWING UNDER THE ARMS? IT SHOULD HAVE WORN AWAY BY NOW, HAS LITTLE USE, AND IS A BOTHER TO FEMALES. THE MONGOLOID RACE HAS LITTLE BODY HAIR. IF THIS RACE DESCENDED FROM THE APE, WHY DOESN'T IT HAVE MORE BODY HAIR? SOME MONGOLOIDS HAVE ALWAYS LIVED IN VERY COLD CLIMATES.

IF WE DID EVOLVE FROM THE APE WHY IS IT THAT THIS VERY SAME APE HAS **NO** HAIR UNDER ITS ARMS? IF WE ARE ALL ONE HUMAN RACE FROM APES WHY DID THE AMERICAN INDIAN MALE HAVE LITTLE TO NO HAIR ON HIS FACE? MOST **PRIMITIVE PEOPLES** HAVE LITTLE BODY HAIR!

IF WE, THE HUMAN RACE, DID INDEED EVOLVE FROM LOWER LIFE FORMS UNTIL WE WERE TRANSFORMED INTO THOSE BEINGS WE KNOW TODAY, THEN THE LAWS THAT ALLOW THESE TRANSFORMATIONS HAVE ALWAYS BEEN PRESENT. THE LAWS THAT GOVERN THE FORMATION OF ANY LIFE ARE ALREADY PRESENT WITHIN THE ORIGINAL EGG CELL AND SPERM CELL.

MY CONCLUSIONS WOULD INCLUDE THAT LAWS WHICH GOVERN THE NATURE OF BEING AND OCCURRENCES EXIST BEFORE OR SIMULTANEOUSLY WITH THE BEINGS AND OCCURRENCES. ALSO, THE LAWS OF GENETICS AND HEREDITY DETERMINE PIGMENTATION OF SKIN AND HAIR COLORING ON ALL LIVING BEINGS. HOWEVER THE COLORATION DETERMINED BY HEREDITY AND GENETICS CAN BE AFFECTED AND CHANGED BY OUTSIDE ELEMENTS SUCH AS THE SUN, BLEACH AND OTHER CHEMICALS, ESPECIALLY DYES AND HEAT.

AS EVERYTHING WHICH EXISTS IS ALWAYS IN THE STATE OF CHANGE I WOULD CONCLUDE, FINALLY, THAT THE TWO GREAT SETS OF LAWS FOR LIVING BEINGS ARE THE LAWS OF GENETICS AND THE LAWS OF TRANSFORMATION. FROM THIS, FINALLY, I WOULD CONCLUDE THAT THE LAWS OF NATURE PRECEDE NATURE, AS WE KNOW IT ON EARTH, AND THAT ALL THAT EXISTS ON EARTH MUST HAVE COME FROM GOD OR OUTER SPACE OR BOTH.



BUTTERFLY FACTS

1 A butterfly is a kind of insect that is found all over the world where there are flowers.

2 One purpose of the butterfly is to pollinate flowers. To get the pollen from the anther to the stigma it must be carried there. Insects and birds, including bees and butterflies, ants, beetles and moths, carry the pollen to the anther. (Some flowers pollinate themselves.)

3 Butterflies and moths have their own "order" (classification) and it is called **lepidoptera.** Lepidoptera means scaly-wing in Greek. There are over 125,000 different **kinds** of lepidopterans. They can measure from 1/8" to 11" long.

4 A butterfly has three parts to its body–the head, the thorax, and the abdomen. They also have three pairs of legs (6); one pair of antennae (2); and two **pairs** of wings (4). They have two large compound eyes.

5 The butterfly does not bite or even chew. It has no jaw or teeth. It has a long tubular tongue and can suck flower nectar only. This tongue is called a proboscis. Some butterflies do not live long enough to eat.

6 Butterflies have large wings covered with thousands of tiny scales.

7 Each scale can come off as a powdery dust like a shingle off a roof. The scale is a small colored piece—oval **or** rectangular in shape.

8 If the wings are touched, the scales come off. If all the scales were removed, the wings would be perfectly clear. The wings are water repellent.

9 Butterflies live everywhere—in forests, jungles, prairies, deserts, the Arctic and in the cities as long as there are flowers in that place.

10 All insects have the same life cycle. That is, they begin life as an egg. Then they hatch looking like a miniature adult and continue to grow looking like that adult. The butterfly is the exception. The butterfly hatches like a worm, crawls around, eats and lives like a worm. We call this worm a "caterpillar" or larva. Then, it changes.

11 It enters a third stage called the pupa. That is, the "worm" secretes a substance that forms either a hard case (chrysalis) or a soft case (cocoon) around its body. This case is hung from a branch or twig, usually. Each kind of caterpillar makes its cocoon in a different way.

12 Sometimes a caterpillar spins a **silk** covering around itself for protection during the pupa stage. This silk covering is also called a cocoon. (The silkworm **moth** from Asia makes a cocoon so strong that people use it to make silk cloth.) Most cocoons are made by moths. ONLY the **skipper butterfly** spins a cocoon. All other butterflies during the pupa stage are either naked (without a hard case or shell) or form a hard shell called a chrysalis.

13 WHEN A CATERPILLAR IS IN THE PUPA STAGE, A GREAT CHANGE TAKES PLACE. It changes from a worm into an adult butterfly or moth. This usually takes about two months but for some only a few days and others over a year. Even its mouthparts are different. The caterpillar had strong jaws. The butterfly or moth has mouthparts that coil up under its head like a spring.

14 When it leaves the cocoon or chrysalis it moves very, very slowly. It now has wings but they are wrinkled. Then its heart pumps its blood up into those wings. This makes the wings stiffen and open. They must dry off and then the butterfly is ready to fly and to eat.

15 The word "chrysalis" means the case the insect creates; it means the stage between caterpillar and adult and it also means anything in a formative stage. "Chrysalid" is the adjective and the noun "a chrysalis."

16 The butterfly puts the proboscis, or hollow tube, into flowers to sip the sweet nectar. The butterfly also has two antennae which help it "smell" and to "feel."

17 All butterflies go through the four stages: 1) egg, 2) caterpillar, 3) pupa and 4) butterfly. This change is called metamorphosis.

18 Within a short time after breaking out of the chrysalis or cocoon, the butterfly mates. Most adult butterflies live only several weeks. However, some live more than a year. The female

may lay from a dozen to 1,500 eggs. In about two weeks the eggs hatch and a caterpillar crawls out.

19 Some butterflies fly south for the winter as birds do when it is cold.

20 Monarch butterflies gather in huge flocks in the early autumn and fly to southern California or Mexico before winter comes. This is called **migration.**

21 They sometimes fly long distances because they come from Canada and Maine.

22 Some adults stay north during the cold season. They have to find a place for protection against the cold. Then they fall into a long sleep called **hibernation.**

23 The Mourning Cloak butterfly may hibernate in a hollow log. When the temperature rises in the spring, the Mourning Cloak will warm up and fly once again.

24 Sometimes it is warm enough in late February or early March so that this butterfly can be seen flying when snow is still on the ground.

25 Other kinds of butterflies hibernate in caves or even in people's houses and garages.

26 If you live in California or Mexico you can see the Monarch butterfly during the winter. Monarch butterflies are orange and black with white spots on the edges of their wings like lace.

27 A person who studies insects is called an **entomologist.**

28 If you visit a natural history museum or life science museum you will see collections of butterflies and moths.

29 You can see butterflies in the city if you visit a park or empty lot.

30 Another way to see them is by collecting the caterpillars and raising them to be adults. Once they are adults you must let them go free or they will die.

31 The difficult part about raising caterpillars is finding out what they will eat. Most caterpillars will only eat a single kind of plant and will starve if given a different kind.

32 A Monarch caterpillar will eat milkweed leaf.

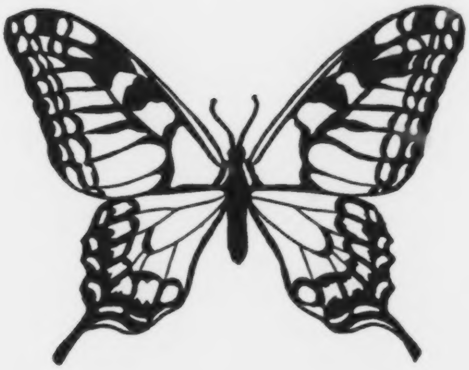
33 Many caterpillars, butterflies, and moths have the same colors as the place they live. This is called camouflage.

34 Sometimes they look like another animal. This is called mimicry.

35 Scientists tell us that animals have camouflage and mimicry to protect themselves from their enemies.

36 Many people collect butterflies and trade them with other people all over the world.

37 **The Butterfly Coloring Book,** copyright 1971, has delightful pictures. It was written by Ruth Heller and published by Price/Stern/Sloan, Los Angeles, CA 90048.



CREATIVE THINKING: SCIENTIFIC DIFFERENCES & POSSIBILITIES

Science has proven that LIFE evolves, changes, regresses, adapts, transforms, reproduces, dies, and decays. Time exists and "work" is done with a beginning, a middle and an end. Some philosophers feel that the world is in the state of being created. So, perhaps the theory of evolution does not contradict the theory of creationism if you allow a few adjustments and the possibility that a God could create the earth in an evolutionary manner.

Currently some theorists suggest that part of the human race evolved from the dinosaur. Yet, the shark and fern are life forms which have shown little change since their beginnings. When we contrast the shark and the fern against the fantastic changes within the short life of the butterfly, moth and a few other creatures, and learn about their metamorphosis, existence becomes a kaleidoscope of differences and possibilities.

On the other hand, to say that the transformations of life come about because of their use and **strength** contradicts the fact that tiny microscopic germs have slain the king's mighty armies and whole nations.

To say that man is ruler because of his intelligence contradicts his constant inability to do little with his neighbor other than rob, rape, dominate or enslave him–including his own children. In mankind's defense let us remember the ultimate sacrifice of the defending soldier, the strength of a parent's love and the United Nations Organization.

Man is a planner and plans for the future. Yet the Crinkled Flannel moth, while a caterpillar, spins itself a cocoon and makes itself a **trap door** so that AFTERWARDS, when it has changed from a six-eyed crawly creature into a two-eyed, six-legged flying creature, it can be certain that it will **be able to get out of its cocoon. How did this plan come about?**

Instincts are sets of responses found in all living beings, like a circuit board for an applications program in a computer. They are "laws" built within the nature and being of all living creation including such striking features as some female fish, when the group's male is killed, have the capacity to change from a female into a male. (**ARABIA - Sand, Sea & Sky,** episode 2, **The Red Sea Rift,** McKinnon Films, 205 Royal College St., London, Eng., NW10SG; 011-44-71-267-5530, as seen on USA's The Discovery Channel, 9/7/91, 4 PM EST.)

For things to evolve, change, transform, live and die they must have the potential for all of these states of being and they must, therefore, have the laws of these potentials within the nature of their being. The tiny butterfly egg resting upon the leaf, contains the laws which determine the metamorphosis of its being into the butterfly, as well as the laws which allow the cycles of its being. Doesn't metamorphosis contradict the necessity of evolution?

Few of us can deny that all these above mentioned things allow the mind to swell with creative possibilities. Probably ignorance will always be the last frontier along with the mystery of evil.

The Crinkled Flannel moth information was obtained from **Collecting Cocoons** by Lois J. Hussey and Catherine Pessino and published by Thomas Y. Crowell, 1953 with an acknowledgment to Farida A. Wile, Assistant Chairman, Depart. of Public Instruction, The American Museum of Natural History. For further information on The American Museum of Natural History see p. 211.

WHOLE LANGUAGE TASKS NOTES

MANAGEMENT

1 Create a Living Language Environment which allows students to have as meaningful a daily language interaction as possible.
2 Create a "print" conscious room with song lyrics, newspapers, TV Guide, children's magazines, well-printed food containers, rules and group directions, printed poems, rhyme charts and all else which allows the necessity of reading to become obvious. Use daily written instructions, the cafeteria menu and special announcements on the chalkboard.
3 Set up peer partners, cooperative groups and in certain cases peer tutors.
4 Allow peer/partner collaborations, language exchanges and editing.
5 When possible base instruction on student's experiences or at least start the process with some student experience.
6 Have your topics and lessons flow across the curriculum allowing a full weaving of all subject matter. Include daily life sharing, discussing events, news, trips and family happenings.
7 Stress meaningful units rather than skills memorization.
8 Review your question techniques as the teacher must develop questions which can be answered by the ESL student, the extremely slow learner, the average learner, the fast learner and the gifted. See p. 108, NOTE #1.
9 Diligently monitor your cooperative groups. Help them in their autonomous structure so that this "society" may work together peacefully as "***A good American is good to Americans.***"
10 Create a system of conferencing and evaluation. Both teacher and pupil need positive tools.
11 Build a classroom library. Children's books from home, a school library and the nearest local library can get you started. The chalk tray is a good display rack for "hot" items of interest.
12 Develop activities other than workbooks and fill-in sheets. See the "Responses to Literature" for some of these reading activities, pp. 101-103 and pp. 232-244.
13 Use less of the following: basal readers, workbooks, fill-in blank sheets, exterior incentives, "total tyranny" and teacher as a "STAR" with the classroom the stage and the students a captive audience. Children must have **models** of democracy, especially in school.
14 Develop a system of materials management. (See Educational Materials Systems p. 183.).

READING

1 Read to the class daily.
2 Allow silent reading daily. Model this.
3 Tell the class a story weekly.
4 Use literature and your core readers as a part of your reading program.
5 Stress meaningful wholes rather than small parts.
6 Discuss the author.
7 Teach the story elements.
8 Incorporate your phonics.
9 Vary oral reading.
10 Use fill-in book reports sparingly.
11 Compare and contrast story versions.
12 Develop unit themes.
13 Teach the "reading of illustrations."
14 Develop a conference method and log.
15 Do "before," "during" and "after" activities.
16 Give students the opportunity to select extended and recreational books. Monitor these. Also, allow class time to read and discuss these.
17 Three-fourths of the day's reading period should be spent reading.
18 Use prediction as a decoding technique.

19 Your reading program should include:

Core readers
Literary readers
Some basal texts
Extended recreational reading
Living language reading (phone book, TV Guide, etc.)
Storytime listening library
Watching teacher read and sustained silent reading
Storytelling, listening & watching of filmstrip, VHS, films
Themes with extended reading
Cross-curriculum reading and writing about solids

20 Develop a summer reading program if you do not have a year-round educational system.

21 Make use of the libraries and the media specialists not just for books and films but also for realia, models and other contingent materials. Connect with current kids' TV and films.

22 Develop some kind of listening program so that you are teaching listening skills such as concentrating on the speaker, tuning out distraction, waiting to ask questions, and thinking about what is being said.

23 Develop a reading titles' log for each child. Tip: Each student receives a letter-size file folder. On the front cover title it "Books I Have Read". The inside two pages title "Books I Have Listened To" and "Books I Have Written". Use the back for a "My Favorite Books" list.

24 Include a variety of activities so that skills are displayed through various media and forms.

25 Have specific lessons centering around listening, speaking, reading, writing and thinking.

26 Develop spelling strategies so that spelling becomes an intrinsic part of the writing process as well as the reading process. Connect spelling with current events/happenings/celebrations.

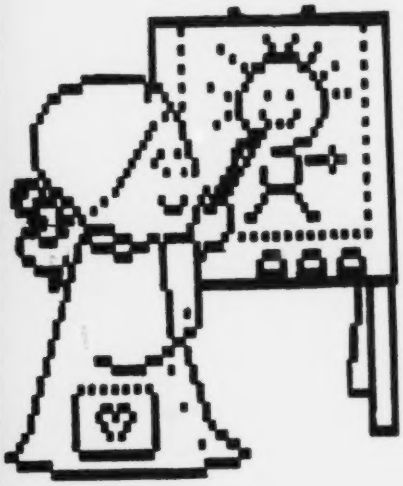
27 Teach decoding strategies, including phonics, in a variety of contexts and in a comprehensive way, see phonics outline pp. 81-83. The English language elements of sound should be taught during the first years of learning to read. However, some children are non-phonetic. They do NOT learn by sound but rather by sight. Adjustments must be made for pupil differences.

LANGUAGE AND ORAL LANGUAGE

1 Develop lessons so that writing and speaking are grounded on the students' experiences. It is an unusual seven or eight year old who can sit down and discuss his/her vacation. Rather the teacher must do the PRELIMINARY WORK BEFORE GOOD WRITING CAN TAKE PLACE. (See notes on writing.)

2 Develop formal and informal activities including opportunities for the following:

Language "play" periods
Puppetry
Cooperative groups
Peer tutors (if a very slow student get tutor from upper grades)
Peer editing
Conference with teacher
Pantomime and recitations
Role playing and impromptu play activities
Leadership positions: Calling class to order, flag salute, game leader
Sharing
Discussions
Listening activities and lessons
Poetry recitation and chanting
Report presentations
Readers Theatre
Other presentations–jokes, special features



WRITING

1 Do extensive "input" before expecting young pupils to write. Include copying various forms.
2 Know that writing helps reading and use writing lessons for that purpose.
3 Use dictation stories as a technique. Allow tape recording of stories and type them up later.
4 Help students be aware that writing helps them think and read. Encourage creative spelling.
5 **TRANSFORM** the different literary works. Read to write and write to read it.
6 Use a variety of techniques such as: brainstorming, story blocking, story mapping and other techniques which help in the thinking/writing process.
7 Teach and allow time for applications to different forms and genres such as the forms and genres of both fiction and nonfiction, scientific and technical, literary and commercial.
8 Develop your questioning techniques so that the slowest learner and the fastest learner both have an opportunity to participate successfully.
9 Give the class time to write, edit and present their ideas. Establish collaboration.
10 Encourage the use of all media especially the typewriter, word processor, and computer.
11 Allow students time to copy information (research), illustrate it & present it to the class.

PARENT INVOLVEMENT - KEEP IN TOUCH

1 Develop a system of communication with the parents regarding classroom activities. Often publishers have "Letters to the Parents" somewhere within their programs be it in reading, writing, science, etc.
2 For HOMEWORK, if possible, send home basal readers that are NOT being used. Bagging them in large brown envelopes protects them. Inform parents of the length of time you expect the student to read nightly, orally or silently, which nights, and your return schedule. I would say that pupils don't learn to read as **they don't practice enough**. Also, UPSTART CO. has some darling drawstring book bags, see p. 188, #18.

SUMMARY: To complete the **whole language environment** the **student** needs:

1 **A classroom library.**
2 **School library time.**
3 **A folder in which to keep his/her writing.**
4 **A log for the book titles he/she has read.**

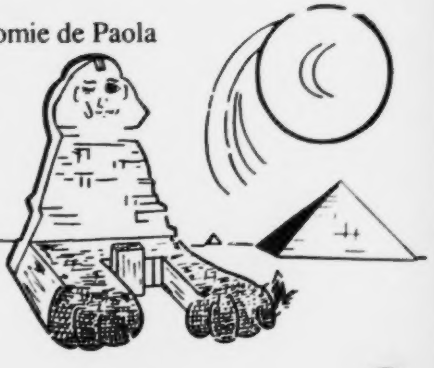
To complete the **whole language environment** the **teacher** needs:

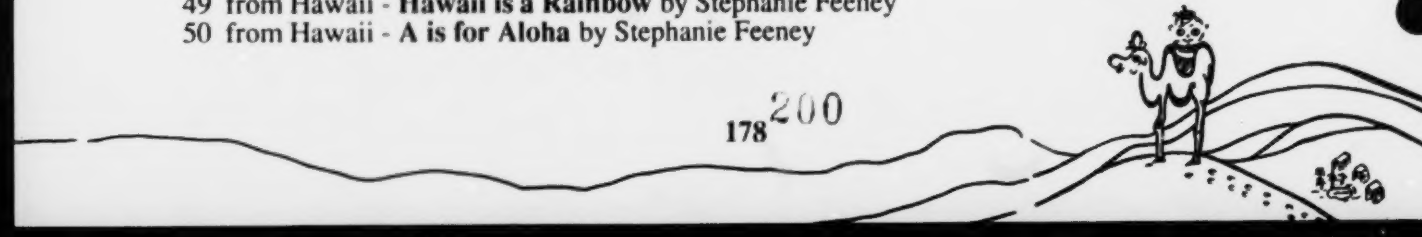
1 **Reading/writing conference evaluation tool.**
2 **Charts, flash cards, games.**
3 **Theme units with cross-curriculum activities.**
4 **A system of books for a classroom library.**
5 **A library for extended & recreational reading.**
6 **Core readers, literary readers and basal texts.**
7 **Activities for pre, during and after reading.**
8 **Storytime and story telling book compilations.**
9 **Editing rules: Complete sentences with a capital & a period.**
10 **Reading/writing performance time.**
11 **Parent/Homework system**
12 **A system of cataloging materials**

EVALUATION TECHNIQUES:
1 OBSERVATION
2 PROJECT REPORTS
3 OBJECTIVE TESTS
4 OTHER TESTS
5 INTERVIEWS
6 SURVEYS
7 PERFORMANCE

STORIES FROM OTHER LANDS AND PEOPLES

1 from Japan - **Girl from the Snow Country** by Masako Hidaka
2 from Australia - **Possum Magic** by Mem Fox
3 from Venezuela - **The Night of the Stars** by Douglas Gutierrez
4 from France - **The House from Morning to Night** by Daniele Bour
5 from England - **The Truffle Hunter** by Inga Moore
6 from Norway - **Goodbye Rune** by Marit Kaldhol
7 from Finland - **Mister King** by Raija Siekkinen
8 from South Africa - **Jafta** by Hugh Lewin
9 from South Africa - **Why Mosquitoes Buzz in People's Ears** by Verna Aardema
10 from Japan - **Crow Boy** by Taro Yashimo
11 from Mexico - **Ferdinand** by Munro Leaf
12 from Africa - **A Week in Aya's World** by Marc Bernheim
13 from Africa - **Anansi the Spider** by Gerald McDermott
14 from Antarctica - **A Penguin Year** by Susan Bonner
15 from Australia - **Max in Australia** by Adam Whitmore
16 from France - **Madeline and the Gypsies** by Ludwig Bemelmans
17 from India - **The Blind Men and the Elephant** retold by Lillian Quigley
18 from Ireland - **The Leprechaun's Story** by Richard Kennedy
19 from Mexico - **The Story of Pancho and the Bull with the Crooked Tail** by Berta Hoerner Hader
20 from Italy - **The Clown of God** by Tomie de Paola
21 from France - **Madeline's Rescue** by Ludwig Bemelmans
22 from Japan - **See No Evil** by Jenny Delton
23 from Greece - **My Uncle Nikos** by Julie Delton
24 from Norway - **A Last Look from the Mountain** by Carol Marron
25 from Alaska - **Hannah's Alaska** by Joanne Reiser
26 from India - **Tiger Watch** by Jan Wahl
27 from China - **Chin Chiang and the Dragon's Dance** by Ian Wallace
28 from China - **Yeh-Shen, A Cinderella Story from China** retold by Ai-Ling Louie
29 from China - **Lon Po Po,** A Red-Riding Hood Story by Ed Young
30 from C.I.S. and U.S. - **Here Comes the Cat** by Vladimar Vagn & Frank Asch
31 from Vietnam - **The Little Weaver of Thai-Yen Village** by Tran Khanh-Tuyet
32 from Vietnam - **Aekyung's Dream** by Min Paek
33 from C.I.S. - **Rechenka's Egg** by Patricia Polacco
34 from Japan - **Who's Hiding Here** by Yoshi
35 from Native Americans - **Arrow to the Sun** retold by Gerald McDermott
36 from Africa - **Ashanti to Zulu** by Musgrovew
37 from Native Americans - **The Legend of the Bluebonnet** retold by Tomie de Paola
38 from Venezuela - **The Streets are Free** by Kurusa
39 from Plains Indians - **Girl Who Loved Wild Horses** by Paul Goble
40 from Native Americans - **Hawk, I'm Your Brother** by Byrd Baylor
41 from Native Americans - **People Shall Continue** by Simon Ortiz
42 from Native Americans - **Where the Buffalo Begin** by Olaf Baker
43 from China - **Chinese New Year** by Tricia Brown
44 from Latin-America - **Song of the Swallow** by Leo Politi
45 from Latin-America - **Hello, Amigos!** by Tricia Brown
46 from C.I.S. - **Watch the Stars Come Out** by R. Levenson
47 from Japan - **Park Bench** by Sumiko Yagawa
48 from Puerto Rica - **The Jolly Mon** by J. & S.J. Buffet
49 from Hawaii - **Hawaii is a Rainbow** by Stephanie Feeney
50 from Hawaii - **A is for Aloha** by Stephanie Feeney





51 from C.I.S. - **The Keeping Quilt** by Patricia Polacco
52 from Africa - **Africa Dream** by Greenfield
53 from Vietnam - **Angel Child, Dragon Child** by M. Surat
54 from Africa - **Bringing the Rain to Kapiti Plain** by Verna Aardema
55 from Mexico - **Hill of Fire** by Thomas P. Lewis
56 from Hong Kong - **I Hate English** by Ellen Levine
57 from Chinese Americans - **Lion Dancer:** Ernie Wan's Chinese New Year by Kate Waters & Madeline Slovenz-Low
58 from Native-Americans - **The Mud Pony** by Caron Lee Cohen
59 from Africa - **Mufaro's Beautiful Daughter** by John Steptoe
60 from Japan - **The Emperor's Plum Tree** by Michelle Nikly
61 from Australia - **Possum Magic** by Mem Fox
62 from West Indies - **Turtle Knows Your Name** by Ashley Bryan
63 from Brazil - **The Great Kapok Tree** by Lynne Cherry
64 from Czechoslovakia - **The Christmas Carp** by Rita Tornqvist
65 from Sweden - **The Boy Who Ate More Than the Giant** retold by Ulf Lofgren
66 from Scotland - **The Seal Mother** by Mordical Gerstein
67 from Kenya - **I Am Eyes Ni Macho** words by Leila Ward
68 from Canada - **A Salmon for Simon** by Betty Waterton
69 from Haiti - **The Banza** by Dianne Walkstein
70 from Africa - **Ashanti to Zulu: African Traditions** by Leo and Diane Dillon
71 from Japan - **A Family in Japan** by Judith Elkin (from Families of the World Over Series by Lerner Publications)
72 from Alaska - **Kiana's Iditarod** by Shelley Gill
73 from China - **Once There Were No Pandas** by Margaret Greaves
74 from Pakistani - **The Very Hot Samosas** by Feroza Mathieson
75 from Puerto Rico, Mexico & Argentina - **Arroz Con Leche** by Lulu Delacre
76 from Vietnam - **What We've Brought You from Vietnam** by Phyllis Shalant
77 from Native Americans - **The Legend of Scarface** by Robert San Souci
78 from China - **Six Chinese Brothers** by Cheng Hou-tien
79 from China - **Grandfather Tang's Story** by Ann Tompert
80 from Laos - **Nine-in-One Grr! Grr!** by Cathy Spagnoli
81 from China - **Dragon Kites and Dragonflies: A Collection of Chinese Nursery Rhymes** by Demi
82 from Africa - **The Black Snowman** by Phil Mendez
83 from Poland - **The Cat Who Escaped From Steerage** by Evelyn Wilde Mayerson
84 from China - **See No Evil** illus. by Jenny Franz
85 from America - **Multicultural Celebrations** (12 titles) Modern Curriculum Press
86 from Japan - **A Pair of Red Clogs** by Masako Matsuno
87 from Mexico - **Hector Lives in the United States Now** by Joan Hewett
88 from India - **Tiger Watch** by Jan Wahl
89 from America - **39 Kids on the Block Series:** Gr. 1-2, everyday problems of multi-ethnic neighborhood. Another title is **The Green Ghost of Appleville**
90 from America - **The Best Present Ever**
91 - **Roses Are Red and You Stink**
92 - **The Best Friends Club**
93 - **Chicken Pox Strikes Again**
94 - **My Sister the Blabbermouth**
95 from the world - **FAIRY TALE BOOKS** published by Dover Publishers. Twenty books with fairy tales from **Ireland, England, Germany, Arabia, Norway, Armenia China, C.I.S., Spain, Jutland, Rhodesia, Uganda, Japan, Scandinavia,** etc.

B FROM OTHER COUNTRIES, continued

96 from Africa - **The Village of Round and Square Houses** by Ann Grifalconi
97 from Afro-America - **The Talking Eggs** by Robert San Souci
98 from Africa - **Not So Fast Songololo** by Niki Daly
99 from Egypt - **The Day of Ahmed's Secret** by Heide & Gilliland
100 from Israel - **ABC** by Florence Cassen Mayers
101 from China - **The Weaving of a Dream** by Marilee Heyek
102 from Japan - **Kaguya Hime** adapted by Robert B. Goodman
103 from Native Americans - **Her Seven Brothers** by Paul Goble
104 from China - **Five Chinese Brothers** by Margaret Mahy
105 from Egypt - **Egyptian Cinderella** by Shirley Cleimo
106 from Afro-America - **Roll of Thunder, Hear My Cry** by Mildred D. Taylor
107 from Mexico - **And Now Miguel** by Joseph Krumgold
108 from Africa - **Abiyoyo** storytelling by Pete Seegers
109 from Jamaica - **Jamaica's Find** by Juanita Havill
110 from China - **Angel Child, Dragon Child** by Michele Maria Surat
111 from Japan - **The Funny Little Woman** by Mosel
112 from Norway - **Peter and the North Wind** by Tony Howell
113 from Japan - **The Bicycle Man** by Say
114 from an island - **The Little Island** by MacDonald & Weisgard
115 from an island - **My Little Island** by Lessac
116 from Native North Americans - **North American Indians** by Gorsline
117 from Africa - **A Story, A Story** by Haley
118 from China - **The Story of Ping** by Flack
119 from Poland - **The Nine Crying Dolls** - retold by Anne Pellowski
120 from Mexico - **The Adventures of Connie and Maria** by Maria Garcia
121 from Mexico - **How We Came to the Fifth World** by Rohmer & Anchondo, Spn/Eng

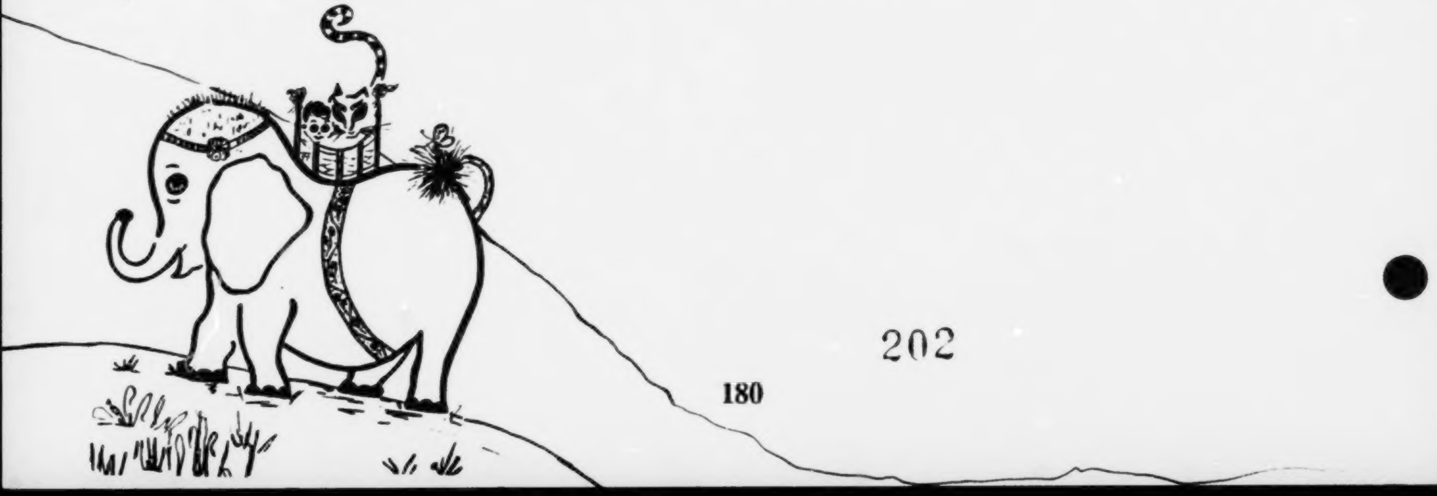
Note: To obtain the names of organizations that are publishing current lists of multicultural trade books, call the National Council for Social Studies, (202) 966-7840 at 3501 Newark St., N.W., Washington, DC, 20016.

Four other sources are:

1 The Book Council's "Children's Trade Books in the Field of Social Studies."

2 "Writing for Global Perspective," from Kendale-Hunt, Notable Trade Book List. (800) 338-5578.

3 Brodart Company and Perma-Bound Company are sources also. See the entry regarding their social Studies List on page 207, #3A and #3B.



TRAVELING - EXTENDED READING

1 traveling - **Take a Trip Series** by Chris Fairclough (to **China, England, Holland, Israel, Italy, and West Germany**
2 traveling - **Babar Comes To America (Visits Another Planet, Visits Bird Island, On Safari, etc.)** by Jean & Laurent de Brunhoff
3 traveling - **Anno's USA, (Britain, Italy, and Journey)** by Mitsumasa Anno
4 traveling - **The Berenstain Bears On the Moon** by Stan Berenstain
5 traveling - **Busy, Busy World** by Richard Scarry, includes a two-page short, short, funny story about each of 33 different places including Denmark, England, Egypt, Asia, Germany, Africa, Rome, Hawaii, etc.
6 traveling - **Dinosaur Bob** by William Joyce
7 traveling - **A Bear Called Paddington** by Michael Bond **(to School, to Town)**
8 traveling - **Oscar, Cat-About-Town** by James Herriot
9 traveling - **The Wreck of the Zephyr** by Chris Van Allsburg
10 traveling - **Jolly Mon** by Jimmy Buffett & Savannah Jane Buffett
11 traveling - **Curious George** by H.A. Rey & Margaret Rey (several trip books)
12 traveling - **Tim in Danger** by Edward Ardizzone & other **Tim** books
13 traveling - **There's A Train Going By My Window** by Wendy Kesselman
14 traveling - **Spot** series by Eric Hill **(Circus, Walk, Beach, Party, Farm, Christmas, Sleeps Over, Goes to School, Fair, Looks at Shapes)**
15 traveling - **Anatole Over Paris** by Eve Titus
16 traveling - **Marla and the Flying Carpet** by Denise Trez
17 traveling - **The Rooster Who Set Off to Sea** by Eric Carle
18 traveling - **The Adventures of Marco Polo** retold by Demi
19 traveling - **Teddy Bears Take The Train** by Susanna Gretz
20 traveling - **I Go With My Family to Grandmother's House** by Ricky Levenson
21 traveling - **Traveling to Trepiti** by Hans-Ulrich Steger
22 traveling - **Bill and Pete Go Down the Nile** by Tomie de Paola
23 traveling - **'Round the World** by Esther Brann
24 traveling - **Linnea in Monet's Garden** by Christina Bjork & Lena Anderson
25 traveling - **Weekend at Muskrat Lake** by Nicki Weiss
26 traveling - **Katie in the Morning** by Crescent Dragonwagon (country)
27 traveling - **All Wet! All Wet!** by James Skofield (a rainy-day meadow)
28 traveling - **Home in the Sky** by Jeannie Baker (New York)
29 traveling - **Early Morning in the Barn** by Nancy Tafuri (the barnyard)
30 traveling - (Spanish) Coleccion **Simon**, (Simon), **Goes to school, river, beach, mountains, forest, snow, air, India, Japan, Africa, Eskimos, West, Egypt, Home**, by Estela Ortells
31 traveling - (Spanish) Coleccion **Teo Descubre El Mundo**, **(Teo discovers the World)** by Juan Capdevila & Violeta Denou
32 traveling - **Three by the Sea** by Marshall
33 traveling - **Pippi in the South Seas** & other **Pippi** books by Lindgren
34 traveling - **The Long Wait to a New Land** by Sandin
35 traveling - **The Little Island** by MacDonald
36 traveling - **Paddle-to-the-Sea** by Coatsworth
37 traveling - **Albert B. Cub and Zebra: An Alphabet Storybook** by Rockwell
38 traveling - **Just Us Women** by Jeanette Caines (visit to aunt in North Carolina)
39 traveling - **Tammy and the Gigantic Fish** by C. Gray and J. Gray (fishing with grandfather)
40 traveling - **Ira Sleeps Over** by Bernard Waber

CAT STORIES

1 **Who is the Beast?** by Keith Baker (tiger story)
2 **Time For Horatio** by Penelope Colville Paine and Itoko Maeno
3 **The Cat Who Went to Heaven** by Elizabeth Coatsworth
4 **Millions of Cats** by Wanda Gag
5 **The Tiger in the House** by Carl Van Vechten
6 **Moses the Kitten** by James Herriot
7 **The Christmas Day Kitten** by James Herriot
8 **Dr. Cat** by Harriet Ziefert
9 **Hot-Air Henry** by Mary Calhoun
10 **The World of Pooh** by A.A. Milne
11 **Have You Seen My Cat?** by Eric Carle
12 **Jungle Book** by Rudyard Kipling
13 **Case of the Cat's Meow** by Bonsall
14 **The Cat in the Hat** by Dr. Seuss
15 **El Tigre** by Derek Hall (written in Spanish)
16 **Sam, Bangs and Moonshines** by Ness
17 **The Happy Lion** by Fatio
18 **Harry Kitten and Tucker Mouse** by Seldon
19 **The Cat Who Wore a Hat on Her Head** by Slepian & Sider
20 **Tiger is a Scaredy Cat** by Phillips
21 **The Great Cat** by McPhail
22 **Socks** by Beverly Cleary
23 **Koko's Kitten** by Patterson
24 **I've Got a Cat** by Nelie Edge
25 **Cross-Country Cat** by Calhoun
26 **Church Cat Abroad** by Oakley
27 **Pickle Puss** by Giff
28 **Puss in Boots** retold by Giff
29 **Oscar, Cat-About-Town** by James Herriot
30 **Anansi and the old Tiger Riding-Horse** by Roger Hall
31 **The Cat and the King** by Sally Farrell Odgers
32 **Skipper Kitten Stories** by Yoko Imotot
33 **Hotel Cat** by Averill
34 **The Kitten Twins** by Marcia Leonard
35 **Come On Up!** by Joy Kim
36 **Irma and Jerry** by George Seldon
37 **The Wuggie Norple Story** by Daniel M. Pinkwater
38 **If You Were A Cat** by S.J. Calder
39 **Patches** by Edna Miller
40 **Tales of Tiddly** by Ellen Eagle
41 **Porkchops Halloween** by Rick Brown
42 **Hello, Cat, You Need a Hat** by Rita Golden Gurney
43 **Lucky's Choice** by Susan Jeschke
44 **The Fat Cat**, A Danish Folktale by Jack Kent
45 **Great Cat** by McPhaul
46 **Cats are Cats,** with Nancy Larrick, editor (42 cat poems)
47 **Wild Cats** by Carwardine (mini encyclopedia)
48 **The Cat Who Escaped from Steerage** by Evelyn Wilde Mayerson (immigration)
49 **A Tiger Came to Dinner** by Jo Anne Nelson (cat rhymes)
50 **Cats and Kittens** by Hill (choosing, feeding, caring for a kitten)

EDUCATIONAL MATERIALS' ORGANIZATIONAL SYSTEM

MEDIA CODING KEY

AP = ART POSTER, PRINT
AR = ART REPRODUCIBLE
BB = BULLETIN BOARD
BI = BILINGUAL
BG = BOOKS, GROUP SET
BS = BOOK, SINGLE COPY
BT# = BOOK, TEACHER'S NUMBER
BX = BOX (ED)
CD = COMPACT DISC
CE = CENTER
CR = CHART RACK
CI = CITY
CL = CLASSROOM
CM = COSTUME
CY = COUNTY
CS = COMPUTER SOFTWARE
CT = CASSETTE
DM = DISTRICT MEDIA

ENV = ENVELOPE
EQ = EQUIPMENT
EXR = EXHIBITS: MODELS/REALIA
FI = FILM
FS = FILMSTRIP
FSsp = FILMSTRIP w/ SPANISH CT
GA = GAMES
GEO = GEOGRAPHICAL CHART/MAP
HTH = HEALTH ITEM
HO = HOME
KT = KIT
MS = MASK/HEADBAND
NB = NOTEBOOK
PE = PHYSICAL EDUCATION

PLS = PLAY SCRIPT
RC = RECORD
RLC = READING LIBRARY: CLASSROOM
RP# = REPRODUCIBLES NUMBER
RM = ROOM
RS = RESOURCE
SC = SCIENCE
SCH = SCHOOL
SL = SLIDE
TEd = TEACHER'S EDITION
TH = THEATER, PERFORMANCE
3D = THREE DIMENSIONAL
TR = TRANSPARENCY
VHS = VIDEOTAPE
VDC = VIDEODISC

The following activities, if performed, allow teachers to find and correlate their materials without leaving their desk.

1 All materials are given a letter coding. All storage places are given a letter coding. Usually the coding is the first two letters of the word.

2 The teacher makes an alphabetical list of **STORY** and **SUBJECT TITLES** and **UNITS OF STUDY.** After each title she/he lists the materials available by their letter coding. The storage place or source is also recorded. The lists could be on notebook paper, in the computer, on index cards or files using the front of the Manila file for the information.

3 A list of the **stories and study units** in the available group sets of readers is made with:

1 TITLE (of selection)
2 PAGE NUMBER
3 TYPE OF MATERIAL (play, poem, story, article)
4 BOOK TITLE OR SOURCE

NOTE: THIS IS PUT IN ALPHABETICAL ORDER ACCORDING TO TITLE, THAT IS, THE TITLE OF THE STORY, THE POEM, THE UNIT OF STUDY, OR WHATEVER THE TITLE OF THE MATERIAL OR SELECTION IS THAT IS TO BE STUDIED.

4 Science and Social Studies textbooks are listed the same way. That is, open the book and list the contents. Put this list in alphabetical order. After each listing record 1) the page number, 2) the type of material such as poem, info, story , song w/ lyrics, etc., and 3) the source.

5 Reproducible materials are also listed by the table of contents and listing the materials in alpha order and then recording, 1) the page number, 2) the type of material and 3) the source.

6 Teacher's compilation storybooks are numbered on the spine. The list is made by going through the table of contents and listing the materials (stories, poems, articles, plays, other) in alphabetical order recording 1) the page number, 2) the type of materials and 3) the source.

7 Using these "content" lists record their information on to the "alphabetical lists" of STORY TITLES AND SUBJECT TITLES, including units of study titles. **This ALPHA list of stories, subjects and units taught is the master list upon which all media is recorded.**

8 Add your district and county media materials to your alpha **TITLES** master list.

9 All lists are kept together in one place so that cross indexing, correlating and locating can be done within minutes and from the teacher's desk and so that additions are easily recorded.

10 Teacher's compilations are numbered on the spine. This separates the "Teachers Use Only" books from the teacher's books that are placed in the classroom library for the children's use. (BT#) A listing of single copies of "Teacher Only" storybooks are also included in this list.

11 Special libraries and collections, such as records and cassettes, are listed according to their "use." Example: Sing-along, Cowboy, Rap, and also by individual title.

12 Boxed or filed collections of large amounts of materials such as reproducibles, records, etc., work better if you make individual Tables of Contents. Keep each Table of Contents inside a report folder at the front of your file. Also, keep a copy of this contents with your lists.

13 Chart rack posters and charts are given a set of numbers. The number is placed at the lower left corner of each chart. A copy of the list is put with the teacher's lists and another copy at the back of the chart rack. Put numbers on the left side as most people are right handed.

14 Media forms are Xeroxed for future reference. Once you firm up your program just copy the Xeroxed copies and turn these in once a year. (This eliminates repetition.)

15 Odds and ends can be kept in boxes labeled "PE," "SCIENCE," and "ART." Large Units such as "FOOD" need separate boxing. Drawers, shelves and cupboards can be labeled.

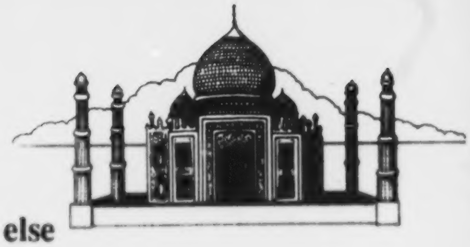
16 Small sets of pictures can be **folded** inside of 9" x 12" clasp envelopes. Larger materials with full-sized poster art can be put in envelopes also. Make these from two pieces of tag paper, 22 1/2" x 28 1/2", which are placed together, stapled along three sides and reinforced with masking or library tape. Lock with paper fasteners and rubber bands at the top and label.

17 A method of storing primary materials is by the **month**. "Underbed Storage" boxes work well for this. One manufacturer is carried at Savon Stores, 28" x 16" x 5", Whitney #2010, .

18 Also storage is done in envelopes (see #16), or boxes. Label with **subject headings** such as:

ANIMALS, INSECTS & BIRDS
ART
BILINGUAL EDUCATION
HOLIDAYS: Columbus, Halloween,
  Thanksgiving, Christmas, King,
  Lincoln, Washington, Valentines,
  Easter, 4th of July
LANGUAGE ARTS
LITERATURE:
  Tales & Fables; Classics & core;
  Lit text; Extended & other.
  All lit bulletins boards & posters

MANAGEMENT
MATHEMATICS
MULTICULTURAL/INTERNATIONAL
READING: TEACHING AIDS
SCIENCE:
  Dinosaurs, Oceans, Seasons, Safety,
  Space, Landforms, Water, P.E.
  Soil, Farming, Rocks, etc.
SOCIAL STUDIES:
  Transportation, & Travel
  Ships & Travel



20 A simple way to organize classroom cupboards is:

1 **All books** 2 **All paper** 3 **All else**

21 **SUMMARY:**

I List I consists of listing alphabetically and with *ample space:*

1 STORY TITLES (Literature)
2 SUBJECTS & STUDY UNIT TITLES

II List II consist of listing on separate pages the contents of:

1 COMPILATIONS
2 TEXTBOOKS
3 READERS
4 REPRODUCIBLES
5 SOFTWARE
6 A/V & OTHER

III Then add the information from List II onto the first list, LIST I .

IV Also add desired district media and county media onto LIST I.
NOTE: ADD NEW MATERIALS AS RECEIVED SO THE SYSTEM WON'T BREAK DOWN.

EXAMPLE: LITTLE RED RIDING HOOD
AP, FSsp - DM #FS-SPLA200-13, BT#3, BS-CL, & BI LIB.

AP = art print or picture
FSsp = filmstrip with a Spanish cassette at the school district's media center and the order number is #FS-SPLA200-13.
BT#3 = Teacher's classroom storybook library compilation number 3 has the story of **Little Red Riding Hood.**
BS-CL = There is a single copy at the grade reading level in the children's classroom library.
BI-LIB = The bilingual library has a copy of **Red Riding Hood** in Spanish.

WEEKLY & DAILY ORGANIZATION

Two desktop file organizers work best. Both have five shelves. One is labeled with the days of the week. WEEKLY materials are placed in their proper day, Monday through Friday. This might include ditto sheets, storytime books, art & A/V materials, and reminder notices of library, films, recess duty, special services, computer classes, assembly, inservices, etc.

The other organizer is a five-part organizer, also, but labeled so that the teacher breaks the DAILY into five parts–four parts for the classroom day and one part for after school administrative duties. Materials from the the weekly organizer get taken out for that day and redivided into the FOUR sections. The exact materials the teacher is going to work with hour by hour are placed here. These would include the teacher's textbooks, answer sheets, filmstrip/video, flashcards and so forth.

Labels for the four-section organizer could be, (1) A.M. to recess, (2) Recess to lunch, (3) Aft. to recess and, (4) Last period. The fifth shelf could be labeled, (5) TEACHER P.M. This shelf holds things that need to be worked on before going home. This system allows almost full class time devoted directly to teaching the student rather than organization.

MATERIALS & RESOURCES

SOCIAL STUDIES, SCIENCE & MISCELLANEOUS, Gr. 1-3

(See Publishers & Manufacturers for addresses & phone numbers.)

A SOCIAL STUDIES

1 **National Council for Social Studies, 3501 Newark St. NW, Washington, DC 20016 (202) 966-7840. By contacting the National Council for Social Studies you can find out where to obtain the latest list of multicultural trade books for your grade level and other needed information.**

2 **History-Social Science Framework for California Public Schools,** ISBN 0-8011-0712-1, California State Dept. of Educ., P.O. Box 271, Sacramento, CA 95802-0271, (916)445-1260.

For the **CALIF. STATE HISTORY-SOCIAL STUDIES OUTLINE K-3** see p. 207.

3 **National Geographic**, K-3 science and social studies books, films, filmstrips, videodisc, local support, free TV taping, a network newsletter, and currently a Geography Education Program. If interested write to: Geog. Educ. Prg., WA, D.C., 20036. (See a more detailed listing of National Geographic on p. 199.) Some filmstrips are:

- **Our Planet Earth**, Gr. K-2, #30096
- **Life in the Sea**, Gr. K-2, #04862
- **Animal Homes**, Gr. K-2 #04919
- **National Parks** #51153
- **Whales**, Gr. K-2, #04799

Note: Free off-air taping of National Geographic's yearly **TV Specials** comes with a free Resource Guide. Write National Geographic Specials, c/o Chevron, 742 Bancroft Way, Berkeley, CA 94710. Also free newsletters, "GEOGRAPHY UPDATE."

4 **Student's World Atlas**, pub. Rand McNally, ISBN 0-528-83439-8, (paperback is inexpensive for what you get), 4 maps of each area: animals, (thematic), political, terrain, and physical political; double paged, full color charts of solar system and land formations + facts.

5 **Teachers' Geography Contest** - Elementary teachers may submit geography-related Teaching projects. For entry form and details call (202)966-7840 or write:

Ntl. Council for Geographic Education
Rand McNally/NCGE
3501 Neward St., N.W.
Washington, D.C. 20016

6 **Around The World**, Grades 1 and up, blackline coloring book with 60 stickers. Includes flags, symbols, national costumes, instructions, activities, 30 perforated figures, EI-5962.

7 **PEN PALS.** Grade three teachers can have a class match through The Peace Corps of the United States, World Wise School, 1990 K Street, N.W., Room 7304, Washington, DC 20526. You can invite returned volunteers into your classroom. Also, International Friendship League, 55 Mount Vernon ST., Boston, MA 02108.

8 **Primary Filmstrip Series** from Knowledge Unlimited answers what life is like in other cultures. Titles include "Egypt, Japan, Canada, Mexico, India, Brazil, Washington, D.C." Other filmstrips of interest include "The Changing Sky, A Trip To The Planets, What is a

Fish?, What is Energy?, Sports & Games, Mammals, Americana, Prehistoric Animals, Underwater Life, and Space, Earth & Atmosphere". Also, "Big Bird in China" VHS #SES01.

Note: Knowledge Unlimited has filmstrips and VHS of most topics and classics as well as Disney classics.

9 **Disney's Elegant Book of Manners** illustrated by Disney Productions. Mickey, Donald, and the other beloved Disney characters teach manners through whimsical rhymes. Ages 3-7. Written by Vincent Jefferds, published by Simon and Schuster.

10 **Weekly Reader** magazine published by Field Publications, 4343 Equity Dr., P.O. Box 16607, Columbus, Ohio, 43272-2387. This is a weekly newspaper on various grade levels that discusses current affairs.

11 **News Currents**, 3-8, current events through filmstrips, (800)356-2303. P.O. Box 52, LLS, Madison, WI 53701.

12 **Map Skills Transparencies** from Hammond, Set I (Levels K-3) SS8594-2.

13 **Scott Foresman Social Studies Learning Systems,** Grades 1-2 includes teacher's guide, study prints, US Geography game, playing cards, Activity Cards pkg. of 64, blacklines, vocabulary cards, overhead transparencies, Map Cards, 7 laminated posters, 3 wall maps, vinyl floor map, vinyl stick-ons, and desk maps (5). All programs boxed and all items can be purchased separately.

14 **"The Bradley Newsletter,"** (for teachers), The Bradley Commission on History in Schools, 26915 Westwood Rd., suite A-2, Westlake OH 44145.

15 **Children of the World** Set I & II from Gareth Stevens. Each book chronicles daily life in full-color photographs. Set I #1-55532-923-3. Thirty titles including: **Australia, Brazil, Burma, China, Czechoslovakia, India, Italy, Japan, Mexico, New Zealand, Philippines, South Korea, Sweden** etc.

Set II consists of 32 titles and is growing. Reading level grades 5-6 but interest level 3-7. Books include history and cultures, population, education, religions, languages, natural resources, government and foreign trade. Full-color pictures. Good for intermediate grades but can be used for primary grades with teacher guidance & especially for gifted research.

16 Professional **magazine:** **"Social Studies and the Young Learner"**
National Council for Social Studies
3501 Newark St. NW
Washington, DC 20016 (202)966-7840

Note: By contacting the National Council for Social Studies you can find out where to obtain the latest list of multicultural trade books for your grade level and other needed information.

17 Social Studies School Service, Grades K-12 has over 29 catalogues of school materials including **Multicultural Studies, Geography** and **Social Studies K-6.** Social Studies School Service, 10200 Jefferson Blvd., Room P., Culver City CA 90232-0802. (800) 421-4246. Some primary titles are: **Us: A Cultural Mosaic, The Wonderful World of Difference, Hands on Heritage, Our Umbrella of Friendship, Understanding Prejudice, The Prejudice Book,** books & activity books, also, **An American Tail** plus **The Cat Who Escaped from Steerage** VHS videos.

18 **Read Around the World** poster, mobile, book bags, and bookmarks from Upstart, (800) 448-4887. **Poster** w/3rd piece, 17" x 23", #F132-428; **Mobile** #F146-052, **Bookmarks**, 1 pk/200 #F122-347 and **book bags** #F118-338.

19 **Mexico** by Karen Jacobsen, published by Childrens Press of Chicago. It is one of many titles of their "A New True Book" series, 1989. Over 200 Titles. **Readability 2.0 - 3.4.**

Africa
Antarctica
Asia
Australia
Austria
Brazil
China
Egypt
Europe
Greece
India
Japan
Kenya
Korea
Laos
North America
South America
Thailand

These are some of the books I use in my classroom. They are beautifully done with full-color. Also, see their list of science books for land formations such as deserts, mountains and others p. 199, item #5.

20 **Around the World** Activity Play Book with stickers and world map with cutouts for three dimensional world children. Educational Insights #EI-5962.

21 **Families Around the World** picture chart of families of different backgrounds with ideas & activities. K-1, Evan Moor, #EMC254. Also, **Children Around the World**, #EMC270, writing forms with pictures of children in various costumes as a story-starter illustration, K-3.

Also **Beginning Geography K-2** with posters and reproducibles pages, mini-unit, #EMC259.

22 **Kids Around the World**, Primary Whole Language Theme Unit Gr. 2-3 from Instructional Fair, Inc. #IF8830, ISBN 0-88012-905-0. Includes "Tommy's travels," games, stickers, game board, culturation projects, ideas and unit studies. Also has black/white six foot banner.

23 **The Book of the World Grades 2-6** pub. by Carson-Dellosa, #CD-0808. Blackline maps of the continents with a study of the world map, good bibliography.

24 **Families Around the World** filmstrips, "Family of Mexico, Guatemala, Brazil, Scotland, Yugoslavia, Israel, Jordan" and "Eskimo Family" #9460, from Britannica. Level P-1. Also on the primary level are "Living in The Soviet Union" #17332K; "Living in China" #17334K; "Families of Asia" #6910K and "My Home and Me" #6452K as well as "Living on Man's Earth" #11880.

25 **People of the World** poster, 8' x 3', with nine panels is about the five billion people that inhabit our earth. Hundreds of facts, figures and colorful illustrations show how we are alike, different and about our food, clothes, languages, religions, homes, habits, customs and more. Published by Anatomical Chart Company, 8221 Kimball Ave., Skokie, IL 60076. (800-621-7500) Also in book form by Peter Spiers. Span/English.

26 **Outline Maps of the World** by Hayes #G372R, ISBN 0-88313-820-4. Forty-one maps of different areas of the world with supplementary text materials describing each area.

27 **International Children' s chart** titled "Alphabet of International Children Chart" by American Teacher Aids #1214. Depicts world children with appropriate costume and is rather humorous.

28 **Continent Maps & Studies**, reproducible. Maps of the continents showing the 1) outline, 2) the political boundaries, 3) waterways and 4)political boundaries with names. All continents have four maps except Antarctica. Also, each continent has a facts' sheet. Golden Educational Center #1905.

29 **MAPS, The World and United States**, 1991, published by Teacher's Friend, 7407 Orangewood Drive, Riverside, CA 92504. ISBN 0-943263-20-4.

30 **"Around the World In an Afternoon"** by Lea Beach. This article, from Instructor Magazine, 2/91 p.27, describes a real-life learning situation in a primary classroom via imaginary travel, props and research.

31 **International Children** bulletin board by Trend has 16 exotic bazaar booths which feature children and cultural offerings from 22 countries/areas of the world. Scenes range to 10" x 14", #T-775.

32 **Future Think** blackline for grades K-3 involves children in learning that the future is planned. The four units are: Planning, Future Choice, Invention and Trends, pub. by Good Apple, #GAIO8.

33 **Social Studies kits: Our Families, Friends, and Neighbors**, level 1.0-1.6 develops concepts of cultural similarities, family relationships, uses of resources, following rules and more. Each set includes six copies of 12 different story cards. The kits are published by Educational Insights EI-2581. Also, **Our Homes, Our World, Our Past** at levels 1.6-2.4. This kit develops concepts of representative government, forms of transportation, significant inventions and more, EI-2582.

34 **Traditional Folk Costumes of Europe** paper dolls by Kathy Allert. Costumes from Denmark, Poland, Greece, Romania, and other European countries. Published by Dover, #24571-3Pa. Also from Dover are cut-and-assemble towns, castles, villages and more.

35 **Twins Around the World** antique paper dolls in full color by Jessie Taylor. Rare collection of 16 adorable two-sided dolls, costumes from Mexico, Italy, Holland, Ireland, Belgium, France, Japan, Scotland and more. These twins are published by Dover, #25968-4Pa.

36 **There's A Train Going Through My Window**, filmstrip, full of wonderful visual depictions. The sound of a train passing leads a young girl's imagination on a journey all around the world–from the Galapagos to the South Pole. Distributed by Mulberry Park, Inc., P.O. Box 4096, Dept. B102, Englewood, CO 80155. 1-303-694-3618. Also in **book form** by Wendy Kesselman.

37 **Children of the World** silkscreen on heavy felt depicts 15 children in their native costumes. A teacher's guide gives background information. The figures range to 13". Distributed through Constructive Playthings (CA, TX, IL and PN). (800)832-0224 customer service or (800)255-6124.

38 **Children Around the World** pictures with a 32-page manual. K-3. The 12 full-color pictures (10" x 13") acquaint children with life-styles of children in other lands–home life, clothing, customs, holidays, food, etc., purchased through Constructive Playthings, #MTC-1019.

39 **Holidays Around the World,** (K-3), distributed by Constructive Playthings. There are 16 color pictures (12" x 17"): Canada, China, Egypt, Germany, Greece, Ireland, Japan, Mexico, Russia, Sweden, U.S.A., etc., #MTC-1022

40 **Learning About Other Countries** blacklines, include units of study on seven countries: Netherlands, Japan, Norway, Switzerland, Brazil, Australia, and Mexico. Grades 2-4. This book is published by Miliken Publisher and is very well done for lower grades, #MP3153.

Miliken also publishes:

1 **Communities,** MP3151
2 **Maps**, MP3152
3 **Children in USA**, MS75, Gr.2
4 **Primary Geography**, MT1602, Gr.1-3
5 **Know Your Community**, MT1605, Gr.1-3

41 **Mexico, Canada and Japan** blackline by Frank Schaffer K-1, #FS-8600.

42 **Flags of Many Lands** chart is a package of 4 charts: Flags, Explorers of the World, Outline of the World map, and World Map, ATA 4758.

43 **World Map Floor Puzzle** by Judy/Instructo shows continents, major bodies of water, selected countries & capitals, with a guide, #JO76002.

44 **Small World Celebrations** is a teacher resource book from Totline, #WPH 0701. This is a 160 page book which deals with holidays & festivals around the world through fun & easy ideas for the classroom.

45 **Famous Places** flash cards by Le Trend Enterprises #T-1659. They also have Transportation flash cards, #T-1658.

46 **Multi Ethnic dolls** by Galt. #CG1111 black girl, #CG1113 white girl, #CG1119 Hispanic girl, #CG1110 black boy, #CG1112 white boy and #CG1118 Hispanic boy. Distributed by Constructive Playthings.

47 **Patriotic Holidays** by Teacher Created Materials #TCM115. This blackline activity book includes a United Nations Day paper doll cut-out page.

48 **Press & Peel** vinyl sets has home, school, community, mountains, sea, woods, farm, supermarket, etc. from Santillana, Compton, CA, (800)-245-8584

49 **Reading About Our World** by Educational Insights: Kits. High-interest full-color story cards with controlled reading includes 6 copies of 12 different story cards w/ T.Ed. guide. EI-2581 Our Families, Friends, and Neighbors, **RL 1.0-1.6**; EI-2562 Our Homes, Our World, Our Past, EI-2583 Cities and Towns, **RL 2.0-3.5**; and EI-2584 World Geography, **RL 3.0-4.5**.

50 **Children Around the World**, twelve 10" x 13" colorful pictures showing play, home life, clothing, customs, schools and more. Has 32-page manual from ABC School Supplies, #469-25501.

51 **GeoSafari Jr.** Electronic Learning Game by Educational Insights, CA. Ten 2-sided quiz cards of reading, math, geography, science & logic.

52 **Fun With Social Studies** TCM-037, duplicating book covering Eskimos, U.S. Indians, Hawaii, Aztecs, Mexico and others.

53 RESOURCE books by **Reflections & Images** has several good books with many art & craft ideas as well as culturation projects. For instance, their book, **Japan,** has a Japanese coloring book, fans, fish painting, lanterns and other projects. Books with the same format are: **European Cultures, Alaska & Hawaii.** They're at 6607 Northridge Dr., San Jose, CA 95120.

54 **People and Places** by Margaret Mead deals with how races have developed.

55 **The Tree of** Life by Ruth Small deals with religions of the world.

56 **Story of Peace and War** by Tom Galt is about the United Nations, all ages.

57 **Sense and Nonsense** by Ethel Alpenfels deals with races - all ages.

58 **In Henry's Backyard: Communications from Cave Writing to Television** by Wilfred Bronson - all ages.

59 **This is the Way** by Jessie Orton Jones about religions - all ages.

60 **World Geography & You**, (text), reading level Grade 2.0-3.0. Distributed by Lakeshore and published by Fearon. # SK190.

61 **The Family of Man** photographic essay was created by Edward Steichen. This exceptional book is published by The Museum of Modern Art, NYC.

62 **Each and Every Child**, A Photographic Exhibition by UNICEF is published by The World Publishing Company, NYC, all ages.

63 **Family** is a photographic essay by Margaret Mead & Ken Heyman, all ages.

64 **Picture Books,** with story format, are Macmillan's **This Is** series with 17 titles by M. Sasek, 1960. The titles are:

Australia
Greece
Israel
Rome
Texas
Venice
London
Paris
Edinburough
Britain
Jerusalem
Hong Kong
Cape Kennedy
San Francisco
New York City
Washington, D.C.

65 **Living Together in America** grades K-8, twenty 12¼" x 17" full-color pictures intended to increase understanding of USA ethnic groups w/48 page manual from ABC School Supply #470-65301.

66 **The Usborne Picture Atlas,** Usborne Pub. Co., 20 Garrick St., London WC2E9BJ. An excellent easy-read resource book for both teacher & pupil.

67 **Usbourne Book of World Geography** is world geography through pictures and facts. Distributed by Lakeshore SSFW37.

68 **The Usbourne Children's Atlas**, Usbourne Pub. Co., 20 Garrick St., London WC2E9BJ. An excellent easy-read resource book for both teacher & pupil., ISBN 0-8249-8507-9. Usbourne has many social studies books.

69 **The Usbourne Book of People of the World**, includes maps, customs, traditions, languages and beliefs as well as foods, clothes, music and dance, published in the U.S. by EDC Publishers at 10302 E. 55th Place, Tulsa, OK 74146, resource book. ISBN 0-86020-189-9

70 **Windows to the World** duplicating book, grade 2-8, featuring information and activities about China, Mexico, Australia, Brazil, Canada (British Columbia), West Germany and

Egypt. It's published by Good Apple GA527 - 128 pp. Also, **More Windows to the World** includes Norway, Japan, Kenya, Canada (Quebec), Italy, Peru and India, #GA640.

71 **Children of the World Poster Pack**, 18 full-color posters w/ info on the back. Distributed by Lakeshore, #LC979.

72 **Multicultural/Lingual** toys and materials can be found at Global Village in Santa Monica, CA. Everything from wheelchairs for dolls to Kachina cutouts.

73 **Microphone**, #959-791, around $15.00 from Beckley Cardy. Also, Califone record player Model 1815K has mic jack and so does model-1450.

74 **Multiethnic Block Dolls**, black, white, Asian, Hispanic, male, female, children and grandparents from Kaplan.

75 **VHS Children's Songs Around the World** from Kaplan, # VS056. Also in record #KAR56 and cassette, #KAC56.

76 **Children Around the World** activity book for ages 4 to 7 includes 35 countries. It lets children see how different and alike we are. Kaplan.

77 **Project: Earth** is a "make your own globe" kit that includes a 14" Styrofoam sphere which you cover with paper mâché, trace the outlines of the continents, add physical features, paint countries, and plant flags, #EI-5968.

78 **"Children and Pets in Many Lands,"** filmstrips, include Eskimo, Brazilian, Navajo, Greek, Mexican, African, Japanese and Swiss, from American School Publishers, #PA-507960-7.

79 **Children's Giant Atlas**, (book), is a first atlas of the world that measures 15$^{1}/_{4}$" x 24". The atlas can also be hung using the holes at the top of each page to make a wall chart, from Rand McNally, # 528-117731-1.

80 **Giant U.S.A. and World Floor Maps** 100" x 68", printed back-to-back in blue and made of heavy vinyl laminate. It is markable and has the U.S.A. on one of the two sides and the World on the other side, with teacher's guide which includes symbols, locations, direction and distance. Rand McNally #112-12001-6.

81 **Beginner's Activity Globe** with Animal Stickers and Teaching Activities card. The animal stickers identify the different continents. Rand McNally 190-13112-8.

82 **Sidewalk Field Trips** Gr.1-2 and 3-4 from Instructional Fair includes 96 pages for more than 40 adventures plus lesson plans and reproducible worksheets. Grades 1-2 is # IF8501 and Grades 3-4 is # IF8502.

83 **Social Studies Mini-Units**, blackline with 96-page resource book & activity sheets. Each unit contains background information, discussion ideas, extension activities and reading suggestions in addition to student activity pages. From Instructional Fair, Grades 1-2 IF8555 and Grades 3-4 IF8556.

84 **20th Century Personalities in the World Around Us** is one title of Instructional Fair's "Teaching Poster Units." Each unit includes four colored posters, a 24-page teaching guide with reproducible activity sheets, a key and 8$^{1}/_{2}$" x 11" blackline reductions of the posters. The sets are: IF601 Personalities in American History; IF602 Personalities in American Cul-

tures; IF603 20th Century Personalities in the World Around Us; IF604 the Presidents; IF605 Our American Heritage; IF606 Our 50 States; IF607 Women in American History; IF608 Blacks in American History and IF609 Indians and IF609 The Indians and the Immigrants.

85 **Hugg-A-Planet** by Delta Educational comes in 12" or 10" and geopolitical or geophysical map, #55-050-0917 or #55-050-0720.

86 **My World** social studies and science for grades 1-3, soft bound, bright photographs, 36 books at each level of reading with 24-page Teacher's Guide for each 12-title set. Total set of 108 titles with 12 titles done as Big Books. Level 3 covers Australia, Greece, Hong Kong, India, Russia, Japan, Mexico, Poland, Italy, Venice, Nigeria, Israel, France, Brazil, Kenya, Philippines, Bangladesh and Ireland. This beautiful series is from Steck-Vaughn #312-5055-4. (800) 531-5015. Grades 1 & 2 deal with science.

87 Books by Misumasa Anno from Putnam and Grosset:

All In A Day - Unique picture book shows similarities and differences in children in eight different parts of the world during a single 24-hour day, U.S., Kenya, Brazil, etc. Anno brings together 9 other outstanding illustrators to promote peace and understanding. ISBN 0-399-21311-2.
Anno's Britain - ...from Stonehenge to Princess DI! ISBN 0-399-20861-5.
Anno's Journey - the meadows, villages, forest, farmlands and cities of Europe, watercolor.

88 **Babies** by Gyo Fujikawa was the first children's book to depict infants of all races and nations. This is a tall board book with bright pictures of roly-poly babies and simple text showing what all babies like to do.

89 **World Children's Day** is celebrated on the fourth Sunday in April. Information through writing the World Children's Day Foundation, 4401 A Connecticut Ave., NW, Suite 287, WA, DC 20008, (202) 966-7726.

90 **Continents** bulletin board by Trend #T-832 shows topographical details and high and low elevation points for each continent. Trend can be purchased at most teacher supply stores or through Creative Educational Materials at P.O. Box 18127, St. Paul, MN 55118-0127. The phone is 1-800-888-2343.

91 Troll Publishers "Let's Visit" series has some interesting places for grades 2-4. The series includes: **Let's Visit a Space Camp, a Spaghetti Factory, a Toy Factory, a Bicycle Factory, a Television Station, a Super Zoo and Let's Visit a Chocolate Factory.**

92 Where's **Waldo?** by Martin Handford is published in Great Britain by Walker Books. There are many different **Waldo** books. Number 1) deals with Traveling to different places in U.S. and having the reader find a variety of things in the pictures; 2) Waldo traveling through history; 3) Waldo traveling through mythology; and 4) Activities and games. Also, they have posters, floor puzzles and other fun and gift items including T-shirts and coffee mugs. The first book, **Where's Waldo?** goes to some of the following places in America.

Town Ski slopes
Railway station
Sports stadium
Campsite
Airport
To Sea
Beach
Safari park

93 **Children Around the World** pictures with a 32-page manual. K-3. The 12 full color pictures (10" x 13") acquaint us with life-styles of children in other lands–home life, clothing, customs, holidays, food, etc., purchased thru Constructive Playthings, #MTC-1019

94 **Black America Yesterday and Today** distributed by Constructive Playthings. 20 full-color, original pictures depict: Before Slavery, Slave Ships, Banneker, Allen, Wheatley, Douglass, Black People Help Build America, Bunche, King, Military, etc., (K-8), This unit comes with a Guide, #MTC-1023

95 **Famous Black Americans** reproducible blackline book by Frank Schaffer Co. at levels: K-1, #FS-7160; Gr. 1-2, #FS-7159; Gr. 2-3, #FS-7181. Schaffer also has the following: Maps, Charts & Graphs; Map Skills; Washington, Lincoln and King; Famous Americans & Our Flag, Capital and Government designed for K-1, 1-2, 2-3 and 3-4 grade levels.

96 **American Indians Yesterday and Today** distributed by Constructive Playthings. Twenty-four full-color original **pictures** (12" x 17") and 64-page manual depicts Indian civilizations, lifestyles, government, struggles, values and life today, K-5. Developed by American Indian scholars, #MTC-1030.

97 **Blackline Books** by Bellerophon at 36 Anacapa St., Santa Barbara, CA, 93101 have very artistic blackline books covering many areas of social studies including ancient Africa, Egypt, China, Greece, Hawaii, Ireland, Near East, Rome, Early Los Angeles, Incas, Aztecs Mayas, Japan, Ships, Planes, Am. Indians, Space & Rockets as well as cultural topics such as Mother Goose, Peter & the Wolf, the Nutcracker and others.

98 **Children of All Lands** duplicating book by Hayes has 8 1/2" x 11" pictures of traditionally costumed world children. No text. ISBN 1-55767-015-3.

99 **Worldwide Flag Stickers** by Educational Insights #EI-5964 has over 100 self-adhesive country flag stickers. Have your staff enlarge, color & laminate. Hang in cafetorium. Wow!

100 **Journey Around the World,** Gr 1-3. Two reproducible books. Multidisciplinary activities centered around an international fair, Opportunities For Learning #EF-31512-EHS.

101 **The Gingerbread Guide,** complete texts of 15 multiethnic folktales w/activities and reproducibles–for home, school, or library. Ages 3-8. Can be ordered thru Chaselle, CY18766.

102 **Flags,** 15 flags per pennant, each flag 8 1/2" x 11", span 16' across classroom. European flags represent countries with highest populations. U.S. and Mexican pennants repeat 15 flags. (same pattern). International BJ5532-1, Europe BJ5532-6, U.S. BJ5532-2, Mexico BJ5532-3. Bemiss-Jason or small order thru Chaselle (800)242-7355.

103 **Friends Around the World,** A Game of World Peace by Joan Walsh Anglund. Twenty-four players, ages 5 and up. Players race to get 17 International Friends To World Peace.

104 **Geography Awareness Mobile** map of the earth from Wonderstorms & also, Geography Awareness Poster which has the symbols of various world cultures, #461W.

105 Geography Awareness **Stickers** from Wonderstorms. Unique write-on stickers let kids record names of the countries they last read about or visited, #4619W.

106 **Our Umbrella of Friendship**, activity book, Gr. K-3. #ADL151-R2 thru Social Studies School Services. Also, request their **multiethnic human relations catalog**. (800)421-4246.

107 **International Children Stickers** has ten costumed children on one sheet saying "hello" in ten different ways. Manufactured by Hallmark Cards 1992. (800)HALLMARK.

108 **The Big Book for Peace** edited by Ann Durrell and Marilyn Sachs, pub. by Dutton, can be ordered through Brodart. The book includes poems, pictures, stories, and a song.

109 **North American Indians** bulletin board set, twenty-two pieces by Schaffer, #FS-9482.

110 **U.S. Geography** bulletin board set which shows land forms of Hawaiian Jungle, Arizona Desert, a gulf and a bay, an island and a peninsula, Mount Rainier, etc. #FS-9473.

111 **Tales From Around the World**, thematic literature from Econo Clad Books. Includes 10 books. Teacher resource Booklet and Student Activity Cards for each title, #6418867. Gr. 2-3. Also sets titled: Family & Friends, Transportation, Holidays & Seasons.

112 **Scholastic News** Gr. 1-6. For free samples and ordering information, write Scholastic, 2931 East McCarty St., PO Box 3710, Jefferson City, MO 65102.

113 **Historical Literacy: The Case for History in American Education** by the Bradley Commission on History in the Schools, published by MacMillan Co., NYC.

114 **Babar and His Friends**, K-2, tells the many stories of an elephant's adventures such as **On a Tour, Big Party, Stay Home, in the City, on Vacation, on the Farm, Race to the Moon, Piano Concert, and Phantom of the Opera**. Spanish editions from DDL Books, English titles from most book stores, published by Random House and written by Jean de Brunhoff.

115 **Modern Curriculum Press, Young Explorers** Social Studies books: (also Big Book sets) **Where's Henry?** (a dog that travels in all forms of transportation to get back to his owner), **Long Ago Children** (pioneer children), **A Trip to Mini Town** (studying maps), **Sneaker Factory** (development of factories & progress), **The Corner Store** (understanding change and HISTORY), **Don't Throw It Away**, (recycling).

116 **Natural Wonders of North America** by Catherine O'Neil, published by National Geographic Society, Washington, D.C., Books for World Explorers. This book has large color photos of most land formations of the earth. Beautiful book! ISBN 0-87044-519-7,

117 **Rigby Books and Big Books**, brightly colored, include:

McBungle's African Safari 1-3
The Big Trip K-3
Small Worlds 1-6
Book of Animal Records K-6
Somewhere in the Universe K-3
Cooking Spaghetti 1-3
Take-Off 1-3
Life of a Butterfly K-6
Caterpillar Diary K-4
Postcards from the Planets K-6

118 **Reading About our World** from Wieser Educational, Two sets: "Our Families, Friends and Relatives," RL 1.0-1.6, #EI 2581, and "Our Homes, Our World, Our Past," RL 1.6-2.4, #EI 2582. Each set includes six copies of 12 different 4-page story cards and a 24-page teacher's guide with reproducible worksheets and suggestions for further activities.

119 **IBM LinkWays.** Software program enables multimedia equipment (VCRs, Laser disk players, etc.) to work with any IBM PS12 desktop computer. You can make educational programs that combine text, sound, color graphics and full-motion video. (800)IBM-7257.

120 **Software** - "Stickybear Town Builder" by Weekly Reader Gr. 1-3. Students build their OWN towns complete with roads, parks, bridges, airports, while learning about compass-reading, direction, map-reading & positioning. Apple 48K, #XERSTBIOO-00.

121 **Software** - **"Superprint II: The Next Generation,"** K-12. User-friendly program that allows kids to create their own travel brochures, big books, banners, calendars, book covers, etc. Can be as small as a postcard or six foot tall banner, has expanded GRAPHICS ➡ LIBRARY, from Scholastic. Also from Scholastic is the **Echo speech synthesizer. Used with Pelican software "Story Starters: Social Studies" kids can write a story with social studies pictures and the computer reads it BACK to them out loud.**

122 **Only the Best: The Annual Guide to Highest-Rated Educational Software** PreK-12. This guide is a listing of 183 programs that have received a minimum of either two "excellent" ratings or one "excellent" and three "good/favorable" ratings from 37 respected evaluation services. R.R. Bowker Company, P.O. Box 762, NYC 10011, (800)521-8110.

123 Publisher's Guide for software:

Brittanica software, 345 4th St., San Francisco, CA 94107, (800)572-2272.
Cue Softswap, PO Box 271704, Concord, CA 94527, (415)685-7289.
Davidson & Assoc., 3135 Kashiwa St., Torrance, CA 90505, (800)545-7677.
LCSI, PO Box 162, High Gate Springs, VT 05460, (800)321-LOGO.
MECC, 3490 Lexington Ave. North, St. Paul, MN 55126, (800)228-3504.
Optical Data Corporation, 30 Technology Dr., Warren, N.J. 07060, (201) 668-0022.
Scholastic Inc., P.O. Box 7501, 2931 East McCarty St., Jefferson City, MO 65102. (800)541-5513.
Sunburst Communication, 101 Castleton St., Pleasantville, NY 10570, (800) 628-8897.
Terrapin Inc., 400 Riverside St., Portland, ME 04103, (207)878-8200.

124 **Cooperative Learning and Educational Media** is available from Educational Technology Publications, 720 Palisade Ave., Englewood Cliffs, NJ 07632. Classroom-tested techniques in using television, computers, and interactive videodiscs for instruction.

125 **Videodisc Compendium on Education & Training** edited by Richard A. Pollak. ISBN 0922649014.

126 **Chasing the Moon to China** by Virginia Overton McLean, published by Redbird Press (Memphis, TN) Gr. 1-5. Complete with text, paints, photographs and a phonograph record, this is a depiction of another culture.

127 **A Look at Native Americans** produced by National Geographic, grades K-8. This filmstrip kit focuses on America's original inhabitants, (2 parts), cassette tape.

128 **Where We Live** (series) by Donna Bailey & Jeremy Taylor, published by Steck-Vaughn Library, PO Box 26015, Austin, TX. Primary level books, written in the first person, which deal with eating, shopping, family, and so on–showing children the basic similarities of all people. Titles include: **Greece, India, Russia, Trinidad, Hong Kong.**

129 **Holidays Around the World,** (K-3), sixteen 12" x 17" colorful pictures with dates on the back and a 32-page manual. Countries depicted are Canada, China, Columbia, Egypt, England, Germany, Ghana, Greece, Ireland, Japan, Mexico, Poland, Russia, Spain, Sweden, and USA., from Marvel Education Co. Can be ordered thru Chaselle, #MTC-1022.

130 **Our World** poster set: 1) World Map, 2) Flags of Many Lands, 3) Many Lands & Children of the World from Beckly-Cardy, 22½" x 28½", #778-998.

131 **Magnetic Wooden Stand-Up Figures** from Judy/Instructo, White Family J611101, Black Family J61102, Hispanic Family J611103, Asian Family J611104.

132 **Educational Photomurals - World Map**, 8' x 13' long, #798-713 from Beckly Cardy. Also, **Saturn & 3 Moons** #792-613, **Shuttle in Orbit** #798-714, and **Earthrise** #798-715.

133 **Count Your Way Through** books including **Germany, Japan, Africa, Korea, Mexico, China, Russia, Arab World** and **Italy**. The books introduce children to foreign cultures. Good for short classroom reports. From CM School Supplies.

134 **World Wide Family Book Series** gives a taste of family life around the world. Photos, fact & map section. Good resource for multicultural studies. From CM School Supply.

135 **Journey Around The World**, Gr. 1-3. Two reproducible books. Multidisciplinary activities centered around an international fair, Opportunities for Learning, #EF-31512-EHS.

136 **World Globe** 10" ball, multi-colored detailed map of the world featuring countries and major cities. Manufactured by Palos Sports, (800) 233-5484, #37-9108.

137 **Children Around the World** pictures with a 32-page manual. K-3. The 12 full color pictures (10" x 13") acquaint children with life-styles of children in other lands–home life, clothing, customs, holidays, etc., purchased through Constructive Playthings, #MTC-1019.

138 **Ethnics**, National and Racial Groups, A Follett Library Book Company Promotion, 1989, #TA9AB2.

139 **NETWORK** with overseas teachers through: Dept. of Defense, Dependents Schools, 2461 Eisenhower Ave., Alexandria, Virginia 22331. Attn: Teacher Recruitment. (703)325-0888.

140 **Kids of the World Manuscript Alphabet,** #777-982 and Cursive alphabet #777-983. Bulletin board set in full color, 12 units measuring 12" x 18".

141 **Children of the World Felt Figures,** from Beckly Cardy. Fifteen felt 7" to 13" figures and backgrounds of water/sky, desert, meadow (large/small), #791-763.

142 **Families Around the World**, filmstrips, for primary grades: "Kenya, Australia, Egypt, Japan", from SVE, #BR20518-SATC.

143 **Social Studies Primer**, filmstrips, for Preprimary and lower primary, "Let's Discover the Countryside (Seaside, City, Mountains)." SVE #BR20625-01T, 02T, 03T and 04T or full set #BR20625-SATC.

144 **Peel-and-Place Maps**, grades 1-8. Self-clinging vinyl pieces for use on two base maps give hands-on practice. The two maps are "The Earth's Continents" & "America" from Silver Burdett. ISBN 12590-8 & ISBN 12589-4.

145 **Young Peoples Stories of our States** in words and pictures RL 2.5-3.8 is a series of 51 books that tell the story of each state and the District of Columbia, from Childrens Press. Set, #E-04100-2.

146 **Multiethnic Dolls,** black, white, Hispanic, American-Indian, Oriental, all with boy and girl, from Kaplan.

147 **Everybody's Different**, A Quality Time book from Gareth Stevens by Allan Langoulant, Gr. 2-3, very easy. This is a rhythmic and fun introduction to the multiplicity of cultures & individuals of our world, LC 90-36811.

148 **Family Life Styles Around the World**, grades K-3. Sixteen full-color pictures that display similarities and differences, etc., 32-page manual from ABC School Supplies, 121/4" x 17", #470-72401.

149 **American Indians Yesterday and Today**, twenty-four full-color pictures display civilizations, lifestyles, etc. Has a 64-page manual. Good for understanding Indian culture. ABC School supplies, 12" x 14", #470-30501.

150 **Inflatable Earth Ball**, 12" and 16" from ABC #645-01201 & #645-016

151 **Children's Atlas of The World**, (colorful, informative & inexpensive), published by Ideal, 8507-9. ISBN 0-8249-8507-9.

152 **International Wind Socks** from Kimball, 41 W. 8th Av., Oshkosh, WI 54906.

153 **Journey Around the World,** Gr. 1-3. Two reproducible books. Multidisciplinary activities centered around an international fair. Opportunities For Learning, #EF-31512-EHS.

154 **Teaching Language, Literature and Culture,** Pre-K from Addison-Wesley ESL Series. Total package, Units include "Making Friends at School, Home & Family, All About Me, Animal Workers, Machines & Inventions & The World Outside". Activity-based cooperative learning experiences coupled with multicultural awareness are emphasized in illustrated literature, music & activities. Big & little books, posters, activities, #CA 53060.

155 **Blank Big Books** for student writing 15" x 20" with illustration open space at the top of each page from Zaner-Bloser, #270113.

156 **Blank Book** page patterns in KinderPress PreK-2 from Sundance. This includes reproducible patterns in four formats: the cover illustration, blank pages, half-blank and half-lined pages, and completely lined pages.

157 **It's A Big, Big World Atlas,** © '91, and published by Tormont, 338 Antoine St. East, Montreal, Quebec, Canada H2Y1A3, (514)954-1441, ISBN 2-89429-007-1.

158 **Jumbo Social Studies spirit master** or blackline with 96 pages of full-page reproducible workbooks which cover everything from "water" to the "White House," Gr. 3. SSJSSY-3 spirits or B-JSSY-3 blacklines by ESP, Inc., 1201 E. Johnson Ave., PO Drawer 5080, Jonesboro, AR 72403-5080. (800)643-0280.

159 **International Sweatshirts and T-shirts** shows country's name, flag and a coat of arms from Wireless, Minnesota Public Radio, 1000 Westage Drive, St. Paul, MN 55114, (800)669-9999.

160 **Friends Around the World,** A Game of World Peace by Joan Walsh Anglund. Twenty-four players, ages 5 and up. Players race to get 17 International Friends To World Peace.

220

161 **Geography Awareness Mobile** map of the earth, from Wonderstorms & also, Geography Awareness Poster which has the symbols of various world cultures, #461W.

162 **Multicultural Studies**, multiethnic human relations catalog from Social Studies School Service, 10200 Jefferson Blvd., Room R9, P.O. Box 802, Culver City, CA 90232-0802, (800)421-4246.

163 **From the 1988 History-Social Studies California State Framework, p. 5:**

"This framework introduces a new curricular approach for the early grades (kindergarten through grade three)....While the neighborhood and the region provide the field for exploratory activities related to geography, economics and local history, the students will read, hear, and discuss biographies, myths, fairy tales, and historical tales to fire their imagination and to whet their appetite for understanding how the world came to be as it is."

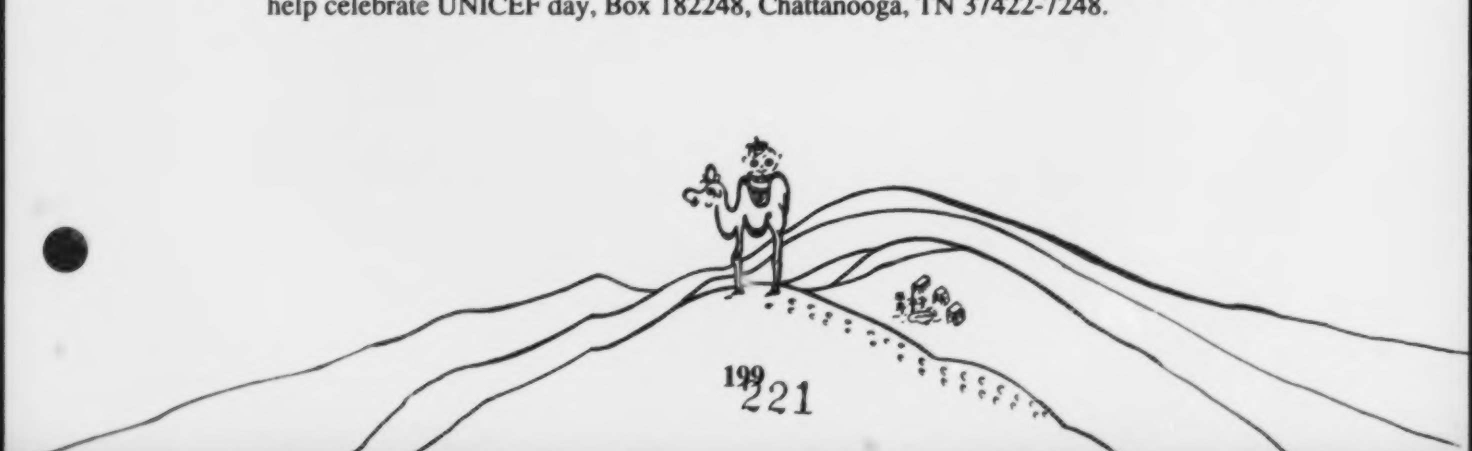
➡ **For the California State History-Social Studies curriculum outline, pg. 207 #1-9.**

163 **National Geographic Society,** Geographical Education Program, WA, D.C. 20036, (202)775-6701.

- **Curriculum Resources**, c/o Educational Services, Dept. 91, WA, D.C. 20036.
- **Directions in Geography: A Guide for Teachers,** order from above address.
- NGS recommends **Scholastic Weekly Reader Skills Books: K-9,** "Learning Basic Skills with U.S. Geography," Gr 2/3; "Map Skills for Today" Gr 1.
- National Geographic **Kids Network** is an international telecommunications system to teach **hands-on science** bonding U.S. and 21 foreign countries. Get info from George A. Peterson, Director, Educational Media Division.
- **"Mammals: A Multimedia Encyclopedia"** is a joint venture with IBM and uses CD-ROM.
- **Geography Awareness Week**, Dec. 1-7, with focus on discovery, exploration and change has packets for teachers through Kate Foster, c/o NGS. NGS Educational Services Catalog through NGS Department of Education.
- **Mr. World,** former teacher, sponsored by Citibank teaches schools about geography awareness.
- **TV programs** from NGS are the **EXPLORER** which airs weekly on cable station TBS and NGS TV Specials with resource book for teachers.

- **Alliance Coordinators:** CA is John Brierley, Weschester HS, 7400 W. Manchester Ave., Los Angeles, CA 90045. (213)670-4003 & NY is John Crawford, Lake Shore Central Schools, 8855 Erie Road, Angola, NY 14006. (716)549-2300.

164 **UNICEF** (October 31, 1992) UNICEF offers a FREE packet of materials to the teacher to help celebrate UNICEF day, Box 182248, Chattanooga, TN 37422-7248.



B SCIENCE - See also “Living Science Materials” Part I, p. 68.

1 **The Seas, Usbourne Book of,** ISBN 0860200647.

2 **THE OCEAN,** Coloring Book, published by Price, Stern, Sloan, ISBN 0-8431-2912-3. This is a First Science Words Coloring Book and their First Science, **THE EARTH**. If you use Schaffer charts, “Seashells,” #FS-2449 and “Geography Terms,” #FS-2415 it creates two units of study with abundant activities on the backs of each of the two charts.

3 **World of Wildlife: Fascinating Animals**, 1990, pub. by Modern Publishing, NYC, 10022, ISBN 0-87449-818-X.

4 The **Ladybird Series** by World Wildlife Fund, publisher, Washington D.C., includes such titles as **Animal Homes, Birds** and **Plants.** Pictures are beautiful.

5 **A New True Book** science series published by Childrens Press, Chicago. Soft bound but brightly photographed in full color and filled with interesting facts. **Spache readability level is grades 2.0-3.4.** Among the titles are:

Deserts
Oceans
Tropical Fish
Mountains
Moon, Sun, Stars
Farm Animals
Prairie
Swamps
Butterflies

6 **Eyewitness Junior Books (or Eyewitness Books)** published by Alfred Knopf, New York, brightly colored photographs with interesting facts. Titles include:

Machines
Frogs
Amazing Cats
Early Humans
Mammals
Ponds & Rivers
Trees
Amazing Birds
Shells

7 **Children's Atlas of Wildlife** published by Rand McNally, combines water color, photographs and superb maps with their text, ISBN 0-528-83409-6.

8 **The Great Tigers of India,** sound filmstrip, grade level P-1, from Animal Life Stories, from Britannica. (800)554-9862, Set II, #17284K.

9 Two large picture books are: **American Wildlife**, with a full page picture of “el tigre” (the jaguar), which is the Western Hemisphere's largest cat, p. 234, ISBN 0-8317-6439-2 by Scott Weidensaul & **The Home Planet** edited by Kevin Kelley & published by Addison Wesley. This book deals with space travel.

10 **National Geographic:**
1. K-3, **Animal Book Series** #00821, #00778 and #00742.
2. Pre-K-4 **Social Studies** and Pre-K-4 **Science Filmstrip** series both with many titles.
4. VHS or Videodiscs, suggested Gr. 3-12, with titles of special interest are:

African Wildlife #53509
Egypt: Quest for Eternity #53294
Land of the Tiger #53503 (Eng/Spn)
Love Those Trains #53382
Rain Forest #53515
Rocky Mountain Beaver Pond #53332
The Soviet Circus #53372
Creatures of the Namib Desert #53289
The Great Whales #53514
Living Treasures of Japan #53329
Polar Bear Alert #53290
Return to Everest #53377
Save the Panda #53511
White Wolf #53328

11 **Psychological Applications:**

- A **AGS - American Guidance Service**, 4201 Woodland Road, P.O. Box 99, Circle Pines, MN 55014-1796, (800) 328-2560. They publish many marvelous programs such as:
  - 1 **Cooperative Discipline** by Linda Albert, classroom management which promotes self-esteem.
  - 2 **My Friends and Me**, a head-start program to build self-esteem.
  - 3 **Getting Along**, a K-4 self-esteem and social skills development program which deals with ten of the most difficult behavior problems–teasing, bossiness, over competitiveness and poor sportsmanship, bullying, fighting, etc.
  - 4 **DUSO-Revised: Developing Understanding of Self and Others**.
  - 5 Children's story books for special needs such as:
    - **First Grade Can Wait**
    - **He's My Brother**
    - **I'm Deaf and It's Okay**
    - **The Divorce Workbook**
    - **Why Am I Different?**
    - **Don't Call Me Fatso**
    - **All About Asthma**
    - **At Daddy's on Saturday**

- B **LIFE SKILLS** such as DLM's program **Peace, Harmony, Awareness**, grade 2. DLM World Headquarters, One DLM Park, Allen, TX 75002, (800)527-4747. A few other programs of note from DLM are:
  - 1 **I Am Freedom's Child** (English & Spanish.)
  - 2 Aileen Fisher's poetry to share: **Wishes, Here We Are Together** and **Under the Open Sky.**

- C **Disney VHS** current productions include using the animated characters from different Disney classics to teach such things as **Friendship, People are Different, Words are Important** and so forth. Contact Disney Studios, Burbank California, 818-560-1000 or your nearest Disney store (Torrance, CA 310-370-8686) or Disney Merchandising (800)362-4533.

12 **Composites** - books which deal with social studies and psychological problems **simultaneously** such as those in the following list. These books are beautifully illustrated by Itoko Maeno from Advocacy Press, PO Box 236, Santa Barbara, CA 93102, (805)962-2728. (Offered by Zenger Video in VHS).

- A **Minou** by Mindy Bingham. The setting is Paris, the psychological problem self-reliance, ISBN 0-911-655-36-0, Gr. 2-3.
- B **My Way Sally** by Mindy Bingham deals with non-violent leadership.
- C **Berta Benz and the Motorwagon** is set in Germany and deals with the first cross-country car ride.
- D **Tonia the Tree** by Sandy Stryker is written in rhyme & deals with growing and the celebration of life.
- E **Kyle's Song** by Patty Sheehan is about a koala who sings.

13 **ANIMALS, The Visual Dictionary of**, Dorling Kindersley, 232 Madison Ave., NYC 10016, 1991, Displays animal being in skeletal, muscular, internal organs and full exterior color photo. Superior book. ISBN: 1-879431-19X.

14 **Blackline Pictures**: Almost any blackline picture you could possibly imagine can be found in one of the JUMBO books. The ESP catalogue has a complete listing of the names of the pictures in case you are looking for particular material. Gr. 2, Social Studies Jumbo book and

also, Jumbo Reading Yearbook with 96 blacklines. From ESP, Inc., 1201 E. Johnson Ave., P.O. Drawer 5080, Jonesboro, AR 72403-5080, (800)643-0280.

15 **The Life of a Butterfly, Big Book,** 14" x 21" and small book 5" x 8". The life cycle of the butterfly is presented using close-up photography and simple diagrams. (A companion to **Caterpillar Diary**.) This is a Rigby Big Book. Other titles of particular interest are: **Somewhere in the Universe, Postcards from the Planets** and **I Want to be a Sailor**.

16 **World Animal Library** published by Rourke includes **Tiger** by Saunier and, **Lions and Tigers** by A. Brockman from Animal Fact Books. RL 3-4. Also, Rourke's Big Cat Discovery Library: **Cheetahs, Cougars, Jaguars, Leopards, Lions and Tigers**. RL 2.

17 **The Nature Company**, P.O. Box 2310, Berkeley, CA 94702 (800)227-1114. A storehouse of realia and contemporary picture books, both children's and teachers' references such as:

Light in the Sea by David Doubilet
Alakshak: The Great Country by Art Wolfe
Elephants by Reinhard Kunkel
The Yosemite by Galen Rowell
The Atlas of the Living World by David Attenborough
Art of Adventure by Galen Rowell
Voyage to the Outer Planets and Beyond by Isaac Asimov
Junior Visual Dictionary by Jean-Claude Corbeil & A. Archambault (pop-up)
Planet Earth by Claudio Vita-Finzi.
Books from the London Natural History Museum such as: **Mammals, Trees, Pond & River, Rocks, Minerals, Birds** and others
The VHS **LIFE ON EARTH** by PBS

18 **Butterfly** stickers by Eureka, manufactured by The Paper Magic Group, Inc., Troy, PA 16957. (Self-adhesive w/ 36 per pk.), #65010.

19 **How To Hide A Butterfly and Other Insects** by Ruth Heller. (Also her **Many Luscious Lollipops**, a book of lifelike paintings and playful verse in which she explores the world of adjectives.)

20 **Who Lives** books by Ron Hirshi with photographs by Galen Burrell. These are photo-documentaries in either soft or hard cover. Titles are **Who Lives in Alligator Swamp, the Forest, the Mountains and the Prairies.**

21 **Wild Animal Photo Alphabet**, (A = alligator, B = buffalo, C = camel, T = Tiger). There is a fact guide regarding each animal. Comes in both manuscript and cursive. Each package contains 7 strips, 8" x 24". Four different handwriting styles to choose from, traditional and modern (slanted). Offered by Instructional Fair. #IF755 Traditional Manuscript, #IF756 modern Manuscript.

22 **Smithsonian Magazine**, 8/78, has an article about the Smithsonian tiger-saving operation. A full-view, colored poster picture of a tiger lying on its back is included.

23 **What Do You See** science series for grades K-2 by Troll Books includes the following titles:

LIFE IN THE SEA
LIFE IN THE POND
FARM ANIMALS
LIFE IN THE FOREST
PLANETS
LOOK AT A TREE
MOUNTAINS AND VOLCANOES
BIRDS' NESTS
LIFE IN THE MEADOW

This series comes in library editions, paperback editions, and cassette. Also, Troll puts out **A Picture Book of... Series**; **Forest Animals, Birds, Wild Animals, Underwater Life,** and **Dinosaurs**. Gr. 1-4. Also, Troll "Learn About Books" for grades 2-4 includes: **Wonders of Rivers, Discovering Trees, Wonders of Seasons, Amazing World of Birds, Discovering Whales & Dolphins, Wonders of the Rain Forest, Amazing World of Butterflies & Moths, Wonders of the Sea, Discovering the Stars** & many other titles.

24 **Endangered Species Handmasks,** with facts printed on the inside of the masks. They have peek holes, handles, and scratch resistant material. This set includes 12 animals: tiger, lion, elephant, gorilla, etc. From ABC School Supply, Inc. #01201.

25 **Butterflies**, A Ladybird Activity Books coloring book, #51187, from ABC School Supplies.

26 **Tiger and Bear Masks,** Big Book from Binet International.

27 **Cheap Charts** from Frank Schaffer: #FS-2325 **The Continents**, #FS-2336 **Solar System**, #FS-2369 **U.S.**, #FS-2327 **Mexico**, #FS-2330 **Zoo Animals** (w/tiger), #FS-2365 **Whales**, #FS-2332 **Life Cycle of the Butterfly**, #FS-2364 **Arctic,Animals**, #FS-2371 **Constellations**, #FS-2328 **Weather**, #FS-2329 **Who Is My Mother** (baby animals), #FS-23335 **Parts of a Flowering Plant**, etc.

28 **Natural Regions of the World** bulletin board by Le Trend, #IT-1840.

29 **Big Cats Poster**, 26¾" x 38½", from Knowledge Unlimited, #2140P.

30 **Butterflies Poster**, 26¾" x 38", from Knowledge Unlimited, #2180P.

31 **North American Whales and Dolphins Poster**, from Knowledge Unlimited, #NDPI.

32 **Big Cat Discovery Library** by L. Stone includes Cheetahs, Cougars, Jaguars, Leopards, Lions and Tigers. Also from Rourke Publishing Group is the **Wildlife in Danger** series by L. Martin which includes **Elephants, Rhinoceros, Tigers, Panda, Seals** and **Whales.**

33 Modern Curriculum Press **science programs** are exceptionally well done. There are two different programs: (1) Concept Science and (2) Young Explorers. The Concept Science program consist of Animals, Plants and Our Earth.

34 **Favorite Cats**, poster, #39010-1 in full color; **Wild Cats**, poster, #SS39005-5 both 20" x 33". Also Barnum & Bailey **Circus Tiger,** poster, 33½" x 22", #59650-8 from Dover pub.

35 **Windows on Science,** videodisc-based elementary science curriculum from Optical Data Corporation, Warren, N.J.

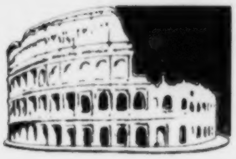
36 **Tiger rubber stamp** from Waten Poe, (800)833-3389. Set of 4 animals.

37 **Tiger Growing Chart** is a reusable wipe-off surface by Trend, #T-723.

38 **The American Association of Zoological Parks and Aquariums**, Route 88, Oglebay Park, Wheeling, West Virginia 26003. (304)242-2160.

39 **Natural History** magazine for teacher's reference and current topics, see p. 211, "Am".

40 **National Wildlife Federation,** 1400 Sixteenth St. N.W.,Washington D.C. 20036-2268.



41 **The National Audubon Society,** 950 Third Avenue, New York, NY 10022.

42 **National Arbor Day Foundation, 100** Arbor Ave., Nebraska City, NE 64810.

C POETRY

1 **The Random House Book of Poetry For Children**, A Treasury of 572 Poems for Today's Children, NYC, NY.

2 **Barn Dance** by Bill Martin & **Where the Sidewalk Ends** by Shel Silverstein.

3 **Readalong Rhythms** in color, illustrated big Books w/6 pk., 24 titles such as "Know an Old Lady", "The House that Jack Built" & "The Itchy Witch" from The Wright Group.

4 **Animalia** by Graeme Base teaches the beginning sounds through a multitude of pictures and rhyme. **Hey Diddle, Diddle**, Books I and II by Richard Caldecott.

5 **Poetry Charts** by Creative Teaching Press, 11" x 17" #CTP3361-3364. Four charts per unit such as "Seasons" and "You and Me." Also Poetry Poster Sets by DLM, K-3.

6 **Tail Feathers From Mother Goose**, selected poems, with notes on origins, illustrated by 60 outstanding artists, including Maurice Sendak, by Iona & Peter Opie.

7 **Sing a Song of Popcorn**, 126 classic and contemporary poems illustrated in full color by nine Caldecott Medal-winning artists, published by Scholastic.

8 **Blackline** poetry books see, Dover's poetry & Hayes' Nursery Rhymes w/pics, p. 210.

D MUSIC (Locate music items thru Children's Music & Books, (310) 829-0215.)

1 **Music from Around the World** full color **posters** depicting music from around the world published by Schoolhouse Products, R.D. 1, Box 831, Lafayette, NJ 07848, 1-800-331-1036. (set of three).

2 **"Children's Songs Around the World"** is a live-action video which introduces children of all ages to a variety of songs, movements and languages from 12 different countries with footage from each country. The guide has background information and reproducibles. The LP (bought separately) gives dance steps & English words to each song. The VHS is #EA-VS056 & the LP is SSEA-AR-56, distributed by Zenger Video.

3 **Children of the World**, ages 3-6. Helps young children learn about 12 different countries. Multi-Cultural rhythmic activities by Georgia Stewart, #IKB 9123 LP or Cassette with Guide from Educational Record Center.

4 **I'd Like to Teach the World to Sing,** video, 10 classic singalongs that children love, including Frere Jacques, Kimbaya, Waltzing Matilda, Day 0, London Bridge, from Educational Record Center, #IVM 102V.

5 Sing-Along song tapes are from **The Kids' Car Songbook and The Family Car Songbook**. Both are published with accompanying lyrics and cassette by Running Press, 125 S. 22nd St., Philadelphia, PN 19103.

6 Silver Burdett & Ginn, Co., "**World of Music**" Series with text, guide, (including whole language/multicultural aspects), C.D.'s, resource materials box with activity sheet masters.

7 **Opera for Primary Children** from Knowledge Unlimited includes:

Higglety Pigglety Pop, fantasy opera by Maurice Sendak, #8339261.
Where the Wild Things Are, fantasy opera of Maurice Sandak's classic tale done by the Glyndebourne Festival Opera, #8339243.

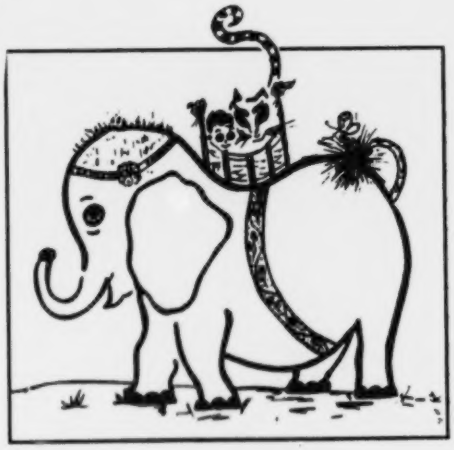
8 **Amahl and the Night Visitors** VHS, from Zenger Video. Sung in English to the music of Gian Carlo Menotti, it's a classic production, #SV744V-41

9 **The Nutcracker Ballet** choreographed by Mikhail Baryshnikov. The American Ballet Theater performs to the classic Tchaikovsky score, from Zenger, #SVI86V-41.

10 **THE SONG BOX** by The Wright Group, 10 book titles (16 pages each), cassette, Big Book and 6 pack for students.

E **FILMS** - traveling, cats, the earth, & multicultural. Sources: Modern Sound Pictures (402) 341- 8476; Zenger (800)421-4246 & Disney (800)631-7345.

1 **Pinocchio** - Disney
2 **Wizard of Oz** - MGM
3 **The Voyages of Dr. Dolittle** - MGM
4 **Journey to the Center of the Earth** - 20th Century Fox
5 **20 Thousand Leagues Under the Sea** - Disney
6 **2001 Odyssey:** A Space Odyssey - MGM
7 "True Life Adventures" - Walt Disney. Several titles are: **Seal Island, Nature's Half Acre, The Living Desert and The Vanishing Prairie.**
8 **Peter Pan** - several versions and editions - Disney
9 **Around the World in 80 Days** - Warner Brothers
10 **Oliver and Company** - Disney
11 **New Adventures of Pippi Longstockings** - Disney
12 **Heidi** - Warner Brothers
13 **Run Wild, Run Free** - Columbia
14 **Born Free** - Columbia
15 **Gulliver's Travels** - Columbia
16 **Marco Polo** - Columbia
17 **Robinson Crusoe** - Columbia
18 **Sinbad the Sailor** - Columbia
19 **Bon Voyage, Charlie Brown** - Paramount
20 **Mister Magoo's 1001 Arabian Nights** - Columbia
21 **3 Boys on Safari** - Paramount
22 **Saludos Amigos** - Disney
23 **Mary Poppins** - Disney
24 **The Little Mermaid** - Disney
25 **Cheetah** - Disney. (Africa)
26 **The Incredible Journey** - Disney. (Canada)



27 **Herbie Goes to Monte Carlo** - Disney
28 **The Cat From Outer Space** - Disney
29 **In Search of Castaways** - Disney
30 **Swiss Family Robinson** - Disney
31 **Thomasina** - Disney
32 **Littlest Outlaw** - Disney (Mexico)
33 **Run, Cougar, Run** - Disney
34 **Dot and the Kangaroo** - Touchstone (Australia)

F ART - Graphic Artists

1 Winslow Homer, (Am. 1836-1910) watercolors of the sea.
2 Pierre Bonnard, (Fr. 1867-1940) pen-and-ink animals.
3 Hans Hoffman, (Gr. 1530-1592) woodland animals.
4 Hsu Pei-hung, (Ch. 1895-1953) "Cat and Yellow Butterfly."
5 Oide Maoto, (Japanese 1836-1905) cats.
6 John Steuart Curry, (Am. 1897-1946) "Wisconsin Landscape."
7 Eliot Porter, (Am. 1901-1990) American landscapes and seascapes.
8 Jean-Michael Folon, (Belgium 1934--- "American Flag."

FILMSTRIPS & VHS & LITERATURE POSTERS

1 **Art Appreciation for Young Learners,** K-3 The Wilton Program Series 100 from Knowledge Unlimited includes 6 filmstrips, 6 cassettes, teacher's guide, sample workbook. Lessons are: Color, Elements of Design, Artists at Work, Art Around Us, Many Ways of Seeing & Art Adventure (the museum) No. AA100, AA101, AA102, AA103, AA104, AA105 and AA106.

2 **VHS Art for Children - "Don't Eat the Pictures"** is T.V.'s Sesame Street at the Metropolitan Museum of Art. Big Bird, Cookie Monster, and the rest of the gang find themselves locked in the Museum overnight. (60 minutes /color), #SES02.

3 **Art Posters** by ARGUS, (800)527-4748, covers most areas of life. Art posters as well as collections of prints can be obtained from Knowledge Unlimited.

4 **Posters for Children's Literature** from Knowledge Unlimited include such titles as: The Story of Babar, 18" x 24", The Tale of Peter Rabbit, 21" x 15", Frog and Toad, 18" x 24", and Madeline, 15" x 21". Peaceable Kingdom Press, 2980 College Ave., #2, Berkeley, CA 94705 has MAX, Dinosaur Bob, Madeline, Curious George, etc. Literature posters can also be obtained thru the book's publisher.

G OTHER REFERENCES

1 **Supervisors in elementary education and curriculum development** at the district, county and state level have phones and are helpful. Or try local university and city reference librarians as well as state departments of education reference librarians. Example: CA Dept. Educ. reference Librarian's phone number is (916) 322-0495.

2 Current **seminars, workshops and conferences** keep the teacher in touch with the latest educational materials. Contact your state department of education reference librarian to be on the mailing list or for the modem number so that the Bulletin Board is accessible.

3 Publishing companies have **researched book lists.**

A Perma-Bound Books, (800)637-6581, has a 1990-91 **"Literature For History-Social Science"**, K-8 book list developed by the California State Department of Education, Sacramento, California.

B Or Brodart book division publishes a **"California's Literature for History-Social Science"** list, 1991. Brodart (800)233-8467, Ex. 784. (Also has 1992 Science list). Their list is outlined according to the **California State History-Social Studies Framework** (1988), #0-8011-0712-1. The divisions are as follows:

HISTORY - SOCIAL STUDIES OUTLINE K-3 (CA STATE FRAMEWORK)

Kindergarten: Learning and Working, Now and Long Ago

Grade One: **A Child's Place In Time and Space**

1 **Developing Social Skills & Responsibilities**
2 **Developing Awareness of Cultural Diversity: Now & Long Ago**

Grade Two: **People Who Make A Difference**

1 **People Who Supply Our Needs**
2 **Our Parents, Grandparents and Ancestors from Long Ago**

Grade Three: **Continuity and Change**

1 **Our Local History: Discovering our Past and our Traditions**
2 **Our Nation's History: Meeting Extraordinary People through Biography, Story, Folktale & Legend**

4 Two books of special note from the first grade list are **Book of Where,** or **How to be Naturally Geographic** by Bell and **Geography From A to Z** by Knowlton.

5 **CBS, Children's Book Council, Inc.,** 67 Irving Place, NYC 10003 USA. Attn: Social Studies Books, or Attn: Science Books, will send you a social studies list of books or a science list if you will send a self-addressed envelope with first class postage for three ounces.

6 **The Bookfinder** by Sharon Spredemann Dreyer, (set), gives you annotations and evaluations for over 3,200 selected books for ages two and up. It can be ordered through American Guidance Service.

7 **State Departments** - Most state departments of education have a printing division that will sell you lists of suggested and accepted books. You can find their address through your county office of education. Your county office of education should be listed in your white pages.

8 **Annotated Primary Literature Reference** books with the author, subject & title:

A **A - Zoo,** annotated book of children's picture books by Carolyn and John Lima and published by Bowker, NYC, 1989. K-3.

SECTION III BLACKLINES

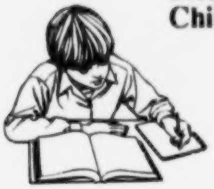
BEST COPY AVAILABLE

B **Beyond Picture Books**, annotated list of children's books by Barbara Barstow, published by Bowker, NYC, 1989.

C **Adventuring with Books, Pre-K-Grade 6,** 9th ed., Mary Jett Simpson, Editor, and the Committee on the Elementary School Booklist of the National Council of Teachers of English, 1111 Kenyon Rd., Urbana, IL 61801, (800)369-6283 (also has a professional section & a directory of publishers). Has 1,800 recommended children's books between 1984 and 1988.

9 R.R. Bowker Publishing, **reference books for teachers** include:

A-Zoo, Subject Access to Children's Picture Books
Beyond Picture Books, A Guide to First Readers
The School Librarian's Sourcebook
Children's Magazine Guide
Best Books For Children
Children's Books in Print
Only The Best, The ANNUAL Guide to Highest-Rated Educational Software
El-Hi Textbooks & Serials in Print (Elementary through high school)
Educational Film & Video Locator
Science and Technology in Fact and Fiction, A Guide to Children's Books
Primary Plots: Books to Help Children Cope With Separation & Loss
Reference Books for Young Readers, authoritative evaluations of Encyclopedias, Atlases & Dictionaries
Books for Gifted Children
Fiction, Folklore, Fantasy and Poetry for Children
Children's Reference Plus on CD Rom, (compilation of all reference sources.)



TIGER AND CAT

ADDITIONAL MATERIALS

BOOKS: Science

1 Books for Young Explorers, set of four, (1) **Lions & Tigers & Leopards, (2) Animal Families, (3) Along A Rocky Shore, (4) Our Amazing Animal Friends,** published by National Geographic Society, Box 1640 Washington, D.C., 200077-9952.

2 **Tigers** is a small book accompanied by a small stuffed tiger doll. Both fit in a clear plastic tote bag. Applause Manufacturers, 6101 Variel Avenue, Woodland Hills, CA 91365, (818) 992-6000, item #31417.

3 **Zoo Animals,** Sandy Cortright, ill., & Marilee Carroll, published by Barrons, ISBN 0-8120-4436-3

4 **Tigers,** The Big Cat Discovery Library, by Lynn M. Stone, © 1989, published by Rourke Enterprises, Inc., Vero Beach, Florida, 32964, ISBN 086592-504-6.

TOY & TRANSFER PATTERN

1 **Toy** - 4½" plastic tiger toy at U.S. Toy Co., 1227 E. 119 Street, Grandview, MO 64030. #FL1. 6124.

2 **Transfer** iron-on patterns, wild animals, from Dover Publishing Company. See duplicating publishers for address. Item #26544-7 Pa.

COLORING BOOK:

Educational coloring books: **Cats of the Wild,** #0-86545-0455. Spizzirri Publishing Company, P.0 Box 664, Medinah, ILL 60157. 1-312-529-1181. Also, story book & cassette #045-5C.

MAGAZINES:

1 ZOOBOOKS edition of **TIGERS** Published by Wildlife Educations, Ltd., 3590 Kettner Blvd., San Diego, CA 92101. '92 issue - ISBN 0-937934-56-9. They also carry posters.

2 **Ranger Rick Magazine,** fall 1990, p.3, an albino tiger picture in full color. The cover is of a Bengal tiger, published by National Wildlife Federation at 8925 Leesburg Pike, Vienna, VA 22184-0001.

PUPPET and BILINGUAL MATERIALS:

1 Ten-inch high acrylic plush tiger puppet from Childcraft, item #208348.

2 "El Tigre" hand puppet. This puppet as well as a complete line of bilingual textbooks and materials are manufactured by National Textbook Co. ISBN 0-8442-7078-4.

OUTSTANDING MATERIALS

SOCIAL STUDIES

Student's World Atlas pub. Rand McNally, ISBN 0-528-83439-8, (paperback is inexpensive for what you obtain), four maps of each area: animals, (thematic), political, terrain, and physical political. Also, double paged, full color charts of solar system and land formations.

Kids Around the World, 1992, blackline, published by Instructional Fair #IF8830, ISBN 0-88012-905-0. Includes a banner with 12 children in international dress as well as stickers, certificates, gameboard and many informative activities.

Around The World, Grades 1 and up, blackline coloring book with 60 stickers. Includes flags, symbols, national costumes, instructions, activities, 30 perforated figures, EI-5962.

COLORING BOOKS

ABC Coloring Book, combines the **alphabet**, plants and animals of the world. Beautifully done blacklines, published by Dover, ISBN 0-486-23898-9. **EARTH** and **OCEAN** published by Price, Stern, Sloan of Los Angeles are also two informative primary blackline coloring books.

A Child's Garden of Verses Coloring Book, combines **poetry** and artistic blacklines, published by Dover, ISBN 0-486-23481-9.

Dolly Dingle. You will recognize Dolly Dingle as the Campbell's soup girl. In this book she is an artist, nurse, cook and flower girl. Then she **travels** around the world visiting various countries. Finally, she celebrates Halloween, Thanksgiving and Christmas. Adorable blacklines published by Dover. (They have many different Dolly Dingle books including paper dolls.) ISBN 0-486-23481-9.

DIORAMA

Shoebox Art Diorama scenery, characters, and three-dimensional fold art. Includes farm, city, spring, winter, school, Christmas, Halloween and Thanksgiving with matching paper puppets. Well done with thick blacklines. Published by Judy/Instructo. ISBN 0-382-29326-6.

FAIRY TALES

Fairy Tale Big Book Sets from Disney includes a beautifully boxed package of six different fairy tales each done with vibrant colors and up-to-date illustrations. The titles include **The Little Mermaid, Beauty and the Beast, Snow White, 101 Dalmatians & Jungle Book.**

Fairy Tale Sequencing. This material can be found in blackline. There are **16 fairy tales.** Each tale has six sequencing pictures and an easy-to-read story. These pictures can be used for telling the story as well as sequencing when you have finished, published by Frank Schaffer, #FS-675.

Fun With Fairy Tales, more paper puppetry with **nine story versions,** published by Teacher Created Materials, #032.

Fairy Tale Transparencies, ten color transparencies to project instant scenery, plus story script **ideas,** reproducible character headbands and props. **Fairy Tales** I (CTP0300), II (CTP0301),III (CTP0302), **Folktales I** (CTP0303), II (CTP0304), III (CTP0304) by CTP. (No play scripts).

The Jolly Postman by Janet & Allan Ahberg tells of a postman who travels about delivering letters from one Fairy Tale character to another.

Fairy Tale books and **Play Scripts** by The Wright Group. **Fairie Tale Theatre VHS** by Knowledge Unlimited.

The **Play Mask Book** has the play script and the colored punch-out masks in one book. The titles are **Little Red Riing Hood,Wizard of Oz, Cinderella** and **Goldilocks.** Published by Watermill Press, Mahwah, NJ. The **Goldilocks** book is ISBN 0-8167-2372-9. Carried at Sesame Street Stores, Torrance, CA, (213) 793-2100.

PAPER DOLLS

Paper Dolls and Collectible Prints. Beautifully done **storybook characters** published by Peck-Gandre. Paper dolls of **all kinds** are published by Dover. Their catalog includes table-size scenery - forts, castles and cities, also favorites like Peter Rabbit and the Nutcracker Ballet.

POETRY

Favorite Poems for Children Coloring Book and **A Child's Garden of Verses Coloring Book**, ISBN 0-48602348109. Blacklines - beautiful pictures with a poem, published by Dover.

Mother Goose, blackline, features the **poem below a picture** which can be colored. Published by Hayes. ISBN 0-88313-832-8. (A children's favorite!)

Mother Goose Learning Fun, blackline includes pictures, text and **puppets,** published by Kid's Stuff, ISBN 0-86530-148-4.

Science Rhymes & Chants, big book w/6 pack, 32 rhymes, Gr. K-2. Evan-Moor #EMC 306.

PUBLISHERS, MANUFACTURERS AND DISTRIBUTORS

FOR PUBLISHERS OF CONTEMPORARY TEXTBOOKS SEE A CURRENT EDITION OF **WRITER'S MARKET** OR THE LIST IN NCTE'S **ADVENTURING WITH BOOKS, ISBN 0-81441-0076-7, see p. 208, # C.**

ABC School Supply, Inc., 3312 N. Berkeley Lake Road, Duluth, Georgia 30136-9419, (800) 669-4ABC.

Addison-Wesley Publishing Company, Route 128, Reading, MA 01867, (800)521-0011. (800) 588-4885. Also, 2725 Sand Hill Rd., Menlo Park, CA 94025.

AGS-American Guidance Service, 4201 Woodland Road, Circle Pines, MN 55014-1796, (800) 328-2560.

American Natural History, Museum of, Central Park West at 79th St., NYC 10024, (212)873-4225; magazine (212) 690-0570.

American School Publishers, A Macmillan/McGraw-Hill Company, Box 408, Hightstown, NJ 08520, (800)843-8855.

ATA - American Teaching Aids, distributed by Young Scholar, 233 N. Central, Glendale, CA 91203, (818)246-7063 or most teacher suppliers.

Anatomical Chart Co., 8221 Kimball, Skokie, IL 60076, (800)621-7500.

Aristoplay, games for fun and learning, P.O. 7529, Ann Arbor, MI 48107, (800) 634-7738.

Athelstan, (a quarterly publication that focuses on technology & language learning), P.O. Box 8025, La Jolla, CA 92038-8025, (619)689-1757.

Ballard & Tighe, Inc., 480 Atlas St., Brea, CA 92621, (800)321-IDEA.

Beckley-Cardy, 1250 N. McDowell Dr., Petaluma, CA 95400, (800)227-1178. School/art/office.

Bellerophon Books, 38 Anacapa St., Santa Barbara, CA 93101, (805-965-7034)

Bemiss-Jason, 37600 Central Court, Newark, CA 94560, (800)989-6262.

R.R. Bowker, 245 West 17th St., NY, NY 10011, (800)521-8110. Some titles are:

- **A-Zoo,** Subject Access to Children's Picture Books
- **Beyond Picture Books,** A Guide to First Readers
- **The School Librarian's Sourcebook**
- **Children's Magazine Guide**
- **Best Books for Children**
- **Children's Books in Print**
- **Only The Best,** The ANNUAL Guide to Highest-Rated Educational Software
- **El-Hi Textbooks & Serials in Print,** (Elementary through High School)
- **Educational Film & Video Locator**
- **Science & Technology in Fact and Fiction,** A Guide to Children's Books
- **Primary Plots:** Books to Help Children Cope With Separation and Loss
- **Reference Books for Young Readers,** Authoritative Evaluations of Encyclopedias, Atlases and Dictionaries
- **Books for the Gifted Child**
- **Fiction, Folklore, Fantasy and Poetry for Children**
- **Children's Reference Plus** on CD Rom (compilation of all reference sources).

BMI Educational Services, Hay Press Road, Dayton, NJ 08810, (800)222-8100. They have over five million paperbacks.

Britannica Educational Corp., 310 S. Michigan Ave., Chicago, IL 60604, (800)554-9862.

Brodart Books, 500 Arch St., Williamsport, PA 17705, (800)233-8467.

Carson-Dellosa, P.O. Box 35665, Greensboro, NC 27425.

Childcraft, P.O. Box 29149, Mission, KS 66201-9149, (800)367-3255.

Children's Book Council, CBC, 568 Broadway, NYC 10003, (212) 966-1990.

Childrens Press, 5440 North Cumberland Ave., Chicago, IL 60656-1469, (800)621-1115.

Constructive Playthings, 1227 East 119th St., Grandview, Missouri 64030, (800)832-0224.

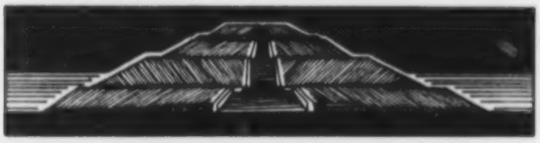
Creative Educational Materials, Box 18127, West St. Paul, MN 55118-027, (800)888-2343.

Curriculum Associates, 5 Esquire Road, N. Billerica, MA 01862-2589, (800)225-0248.

Disney Studio, Burbank, CA 91521, and Disney Merchandising, (800)362-4533. Also Disney Video Distribution by Buena Vista Home Video, P.O. Box 7089, Burbank, CA 911521, (818) 560-1000.
Delta Education, Hands on Science, Box 950, Dept SR004, Hadson, NH 03051, (800)442-5444.
DLM, One DLM Park, Allen, TX 75002, (800)527-4747.
Dorling Kindersley, Inc., 232 Madison Ave., NYC 10016.
Dover Publications, Inc., 31 East 2nd St., Mineola, NY 11501.
Econo Clad Books, Box 1777, Topeka, Kansas 66601, (800)255-3502.
Educational Industrial Systems Inc., 2225 Grant Road, Los Altos, CA 94024. (800)748-6519.
E.I., Educational Insights, 19560 So. Rancho Way, Domingues Hills, CA 90220, (213)637-2131.
Educational Record Center, Building 440/#400, 1575 Northside Dr., NW, Atlanta, Georgia 30318-4298, (404)352-8282. (Records, cassettes, discs, videos, filmstrips).
Educative Toys & Supplies, 6416 Van Nuys Blvd., Van Nuys, CA 91401.
Elementary Specialties, 917 Hickory Lane, Mansfield, OH 44901, (800) 292-7891 (600-page catalog)
ESP, Inc., 1201 E. Johnson Ave., Jonesboro, AR 72403-5080, (800)643-0280.
Evan-Moor Corporation, 9425 York Road, Monterey, CA 93940, (800)777-4362.
Fearon Teacher Aids, 500 Harbor Blvd., Belmont, CA 94002, (800)877-4283.
Field Enterprises, Weekly Reader, 4343 Equity Dr., Box 16618, Columbus, OH 43216, (800)999-7100.
Follett Library Book Company, 4506 Northwest Highway, Crystal Lake, IL 60014-7393, (800)435-6170.
Gareth Stevens, Children's Books, 1555 No. River Center Dr., Milwaukee, WI 53212, USA, (800) 341-3569.
Global Village Books & Toys, multicultural, 2210 Wilshire Blvd., Santa Monica, CA 90403, (213)459-5188.
G.E.C., Golden Educational Center, P.O. Box 12, Bothell, WA 9804d1-0012, (206)`481-1395.
Good Apple, 1204 Buchanan St., Carthage, IL 62321-0199, (800)435-7234.
Hammond Educational Catalog, 515 Valley St., Maplewood, NJ 07040, (800) 526-4953.
Hawthorne Publishers, Box 135, Wheeling, IL 60090, (800)832-2434.
Hayes Publishing Co., Wilkinsburg, Pennsylvania, USA.
HIGHSMITH, The Microcomputer Catalog, W5527 Hwy 106, Fort Atkinson, WI 53538-0880, (800)558-2110. (Also complete office/library supplies).
International Reading Association, IRA, 800 Barksdale Rd., Newark, DE 19714. (302)731-1600.
I.F., Instructional Fair Inc., Box 1650, Grand Rapids, MI 49501, (800)253-5469.
ISTE - International Society for Technology in Education, 1787 Agate St., Eugene, OR 97403. (503)346-4414. Also publish CAELL (Computer Assisted English Language) Journal.
Judy/Instructo, 4325 Hiawatha Ave. So., Minneapolis, MN 55406, (800)526-9907.
Kaplan School Supply Corporation, 1310 Lewisville-Clemmons Road, Lewisville, NC 27023, (800)334-2014.
Kid's Stuff, Incentive Publications, Nashville, TN.
Knowledge Unlimited, Box 52, Madison, WI 53701-0052, (800)356-2303.
Ladybird Books, Inc., 49 Omni Circle, Auburn, Maine 04210, (800)LADYBIRD.
Lakeshore Learning Materials, 2695 E. Dominguez St. Carson, CA 90749, (800) 421-5354.
Learning Services, Computing Showcase, 1203 Willamette, Eugene, OR 97440-2636, (800) 877-WEST & (800)877-EAST.
Listening Library, Inc., One Park Ave., Old Greenwich, CT 06870-1727, (800) 243-4504.
Little Red School House, 5110 Hope Blvd, Montclair, CA 91763, (800) 321-1733.
Macmillan Publishers, orders to: Front and Brown Sts., Riverside, NJ 08075.
Metropolitan Museum of Art, Special Service Office, Middle Village, NY 11381-0001, (800) 468-7386.
Milliken Publishing Company, St. Louis, Missouri. (Carried by most suppliers).

Modern Curriculum Press, 13900 Prospect Rd., Cleveland, OH 44136, (800) 3213106.
Modern School, 524 E. Jackson St., Goshen, TN 46626, (800)431-5929.
Modern Sound Pictures, 1402 Howard St., Omaha, NE 68102-2885, (800) 228-0584.
Monkey Sisters, 2291 Via Cruz, Laguna Niguel, CA 92677.
Mulberry Park Inc., Filmstrips and Videocassettes, Box 4096, Dept. B102, Englewood, CO 80155, (303)694-3618. Has catalogues of Caldecott & Newberry Award Media, Children's Story Hour media, catalog Pre-K-3, and deals in filmstrips, videocassettes, courseware and read-alongs.
Nasco Arts & Crafts, 524 Princeton Ave., Modesto, CA 95352-3838, (800)558-9595.
NCTE, National Council of Teachers of English, 1111 Kenyon Road, Urbana, IL 61801, (800)369-6283.
National Geographic Society, Educational Services, Dept. 90, Washington, D.C. 20036, (800)368-2728. For a detailed listing see p. 199.
Natural History, American Museum of (and magazine) Central Park West at 79th St. NYC, 10024. Subscription number (212) 690-0570, museum number (212)873-4225.
Nature Company, Box 2310, Berkeley, CA 94702, (800)227-1114.
NewsCurrent, filmstrips of current events, Box 52 LLS, Madison, WI 53701, (800)356-2303. Grades 3-12.
Opportunities For Learning, Inc., 941 Hickory Lane, Dept. Z E 4, Box 8103, Mansfield, OH 44901-8103, (419)589-2010.
Optical Data Corporation, 30 Technology Dr., Warren, NY 07060, (201)668-0022.
Palos Sports, (800)233-5484.
Peck Gandre, 4190 So. State St., Salt Lake City, UT 84107, (800)261-2848.
Perma-Bound Books, Hertzberg-New Method, Inc., Vandalia Road, Jacksonville, IL 62650, (800)637-6581.
Putnam & Grosset Group, 200 Madison Ave., New York, NY 10016, (800)847-5515 Includes G.P. Putnam's Sons, Philomel Books and Grosset & Dunlap.
Rand McNally Educational Publishing Division, Box 1906, Skokie, IL 60076-8906, (800) 678-7263.
Readers Theatre, 17833 San Diego, CA (619)276-1948. (Script service).
Reflections & Images, 6607 Northridge Dr., San Jose, CA 95120.
Rugby Big Books, PO Box 797, Crystal Lake, IL 60014, (800)822-8661.
Rourke Publishing Group, Box 3328, Vero Beach, FL 329648, (407)465-4575.
FS, Frank Schaffer Publications, 23740 Hawthorne Blvd., Torrance, CA 90509-2853, (800)421-5565. Also, 1028 Via Mirabel, Palos Verdes Estates, CA 90274.
Scholastic Inc., 2931 E. McCarty St., Jefferson City, MO 65102, (800)325-6149.
Schoolhouse Products, R.D. 1, Box 831, Lafayette, NJ 07848, (800)331-1036.
Scholastic Hardcover, 730 Broadway, NY, NY 10003, (800)325-6149.
Scholastic Instructional Materials, 730 Broadway, NYC 10003,
Scott Foresman, 1900 East Lake Ave., Glenview, IL 60025, (800)554-4411.
Simon & Schuster Children's Books, 1230 Avenue of the Americas, NY, NY 10020, (800)223-2336.
Silver Burdett & Ginn, 4350 Equity Dr., Columbus, OH 43216, (800)848-9500.
Smithsonian Associates, edit. offices: 900 Jefferson Dr., Washington, DC, 20560.
Social Studies School Service, 10200 Jefferson Blvd., Room P, Culver City, CA 90232-0802 (800)421-4246.
SVE - Society for Visual Education, Inc., Department BR, 1345 Diversey Parkway, Chicago, IL 60614-1299, (800)829-1900.
Spizzirri Publishing Company, Box 664, Medinah, IL 60157, (312)529-1181.
Spoken Arts, (recorded educational ware) Box 289, New Rochelle, NY 10802, (800)537-3617.
Steck-Vaughn Company, Box 26015 Austin, TX 78755, (800)531-5015.
Sundance Publishers & Dis., Box 1326, Littleton, MA 01460, (800)456-5584.
Teacher Supplies, Rolling Hills Plaza, 2533-D Pacific Coast Hwy., Torrance, CA 90505, (310)530-0808, (Also 1220 Oak St. Bakersfield, CA 93304).

TESOL (Teachers of English Speakers of Other Languages), 1600 Cameron, Alexandria, VA 22314-2751, (703)836-0774. **CALL** (Computer Assisted Language Learning) Interest Software.
TCM - Teacher Created Materials, P.O. Box 301, Sunset Beach, CA 90742.
The Wright Group, 19201 120 Ave. NE, Bothell, WA 98011-9512, (800) 523-2371.
Totline is published by Warren Pub. House, Inc., Box 2255, Everett, WA 98203.
Trend - Le Trend Enterprises, Inc., St. Paul, MN 55164.
Troll Associates, School/Library Div., 100 Corporate Dr., Mahwah, N.J. 07430, (800) 526-5289.
Usbourne Publishing Co., 20 Garrick St., London WC2E9BJ, England.
Watten/Poe Teaching Resource Cr., 14023 Catalina, San Leandro, CA 94577, (800)833-3389.
Weekly Reader, published by Field Enterprises. See Field Enterprises.
Weiser Educational, Inc., 30081 Comercio, Dept. R90, Rancho Santa Margarita, CA 92688, (714)858-4920. Call collect.
Wonderstorms, Reading Motivators for Librarians and Teachers, 1278 W. Ninth St., Cleveland, OH 44113, (800)321-1147.
World Music Press, 11 Myrtle Ave., Danbury, CT 06813, (203)748-1131.
World Wildlife Fund, 1250 24th Street NW, Washington, D.C. 20560.
Wright Group, The 19201 120 Ave. NE, Bothell, WA 98011-9512, (800) 523-2371.
Zenger Video, 10200 Jefferson Blvd., Rm. 4811, Culver City, CA 90232-0802, (800)421-4246.
Zaner-Bloser, 1459 King Ave., Columbus, OH 43216-6764, (800)421-3018.
Zoobooks, from Wildlife Education, 3590 Kettner Blvd., San Diego, CA 92101, (800)334-8152.



PUBLISHERS OF BILINGUAL MATERIALS

Addison-Wesley, (see above). They also have an ESL/Bilingual catalog.
Annick Press, Ltd., Toronto, Canadá and distributed by Firefly Books Ltd., 250 Sparks Ave., Willowdale, Ontario, M2H 2S4 Canadá.
AIMS International Books, Inc., publishing fairy tales and children's stories simultaneously in 9 languages, paperback, called Aims Interlingo Books, Cincinatti, Ohio. 513-521-5590.
Basics Plus, The Spanish Big Book Company, 97 Cresta Verde Road, Rolling Hills Estates, CA 90274, (213) 325-7100.
Ballard & Tighe, 480 Atlas St., Brea, CA 92621, (800) 321-IDEA.
BES Bilingual Educational Services, Inc., 2514 South Grand Avenue, Los Angeles, CA 90007, (800) 448-60032. K-Adult books, posters, audio-visuals, etc.
Binet International, Box 1429, Carlsbad, CA 92008, (619)941-7129.
Chaselle, Inc., 9645 Gerwig Lane, Columbia, MD 21046. (800)242-7355. **Chaselle** has 6 catalogs of merchandise they distribute. One of the catalogs is **Multicultural Program Materials.**
Childrens Press, 5440 North Cumberland Ave., Chicago, IL 60656, (800)621-1115.
Claudia's Caravan, Multicultural/Multilingual Materials, P.O. Box 1582, Alameda, CA 94501.
Crane Publishing Company, 1301 Hamilton Ave., Trenton, NJ 08629-0713, (609) 586-6400, (800)533-6279.
D.C. Heath & Co., School Division, 125 Spring St., Lexington, MA 02173, (800)235-3565.

DDL Books, Inc., 6512 N.W. 87 Avenue, Miami, FL 33178, (800)63-LIBRO. (…"Leading distributor of Spanish language books in the U.S., Canada, Puerto Rico and Central America...").

Econo Clad Books, Box 1777, Topeka, Kansas 66601, (800)255-3502. Multicultural.

Evan-Moor Corporation, 9425 York Road, Monterey, CA 93940, (800)777-4362.

Follett Library Book Company, Foreign Language Catalog, (Spanish, German, & others), 4506 Northwest Highway, Crystal Lake, IL 60014-7393. (800)435-6170.

Global Village Books & Toys, 2210 Wilshire Blvd., Santa Monica, CA 90403, (213)459-5188.

Hampton-Brown Books, For Bilingual Education, Box 223220, Carmel, CA 93920, (800)333-3510.

Hawthorne Publishers, PO Box 135, Wheeling, IL 60090, (800)TEACH 34.

Hispanic Books Inc., 1665 W. Grant Rd., Tucson, AZ 85745, (800)634-2124.

Latin Trading Corp., P.O. Box 4055, Chula Vista, CA 91909,(619)427-7867.

Lectorum Publications, Inc., 137 W. 14th St., NY, NY 10011, (800)345-5946.

Libros Rodriguez, Box 2854, Oxnard, CA 93034, (205)983-2033, eves.

Linguist's Software, 925 Hindley Lane, Edmonds, WA 98020, (206) 775-1130, foreign languages' software including dialects.

Little Lerner Publications, 9311 Amsdell Ave., Whittier, CA 90605.

Los Andes Publishing Company, Spanish Literature for Children, P.O. Box 2344, La Puente, CA 91746, (818)968-0051.

Macmillan Publishing Co., 866 Third Ave., NY, NY 10033.

Mariuccia Iaconi Book Imports, 110 Mariposa, San Francisco, CA 94107, (800)955-9577. Including Big Books, classics, science and social studies as well as Spanish Literature for Social Studies K-8.

National Textbook Company, (NTC Publishing Group), has been publishing bilingual materials since 1970 - textbooks, flash cards, games, hand puppets, learning cards, language posters, etc. Also professional/multicultural resources. Utilizes Spanish, French, German, Italian, Latin, Russian, Greek, Japanese, Chinese, Korean and Portuguese. 4255 West Touhy Ave., Lincolnwood, IL 60646-1975, (312)679-2494.

Pan American Publishing Co., Bilingual-Multicultural School Supplies, 4362 Melrose Ave., Los Angeles, CA 90029, (213)665-1241.

Perma-Bound Books, Vandalia Road, Jacksonville, IL 62650, (800)637-6581.

Rigby Big Books and More, Box 797, Crystal Lake, IL 60014, (800)822-8661.

Rio Grande Book Company, 1101 Upas Ave., McAllen, TX 78501, (800)333-8109.

Santillana, 257 Union St., Northvale, NJ 07647, (800)526-0107.

Frank Schaffer Publishing Co., 1028 Via Mirabel, Palos Verdes Estates, CA 90274. Schaffer publishes some primary language books in Spanish & English.

Spectrum Books, Box 3463, Glendale, CA 91221, (818) 545-3934.

Susaeta ediciones sa, C/ Campezo S/N, 28022 Madrid (España) 747 21 11. Fairy Tales collection under Colecció Te voy a contar.

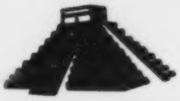
Tortilla Press, Inc., 2731-C Vineyard Ave., Oxnard, CA 93030.

Viking Penguin, a division of Penguin Books USA, Inc., 375 Hudson St., NYC, 10014. Line is called Puffin Books. (Canada, New Zealand, England).

Western Continental Books, Inc., #145/91, A Guide to the selection of Spanish Materials for the Classroom & Library, 625 E. 70th Ave., #5, Denver, Co., 80229, (303) 289-1761.

Wright Group, The 19201 120 Ave. NE, Bothell, WA 98011-9512, (800)523-2371.

Note: Most publishing houses have some books in Spanish, especially in the area of elementary reading.



MULTICULTURAL MISCELLANEOUS

U.S. Census Bureau, Customer Service, (301)763-4100. **State Data Center**: California, (916)322-4651 and New York, (518)474-6005. **U.S. Government Printing Office Bookstores**, CA (213)239-9844 and New York (212)264-3825. Online data, **CENDATA** accessed thru DIALOG Information Service (800)334-2564.

National Office of Bilingual Education, Washington, D.C., (202)898-1829.

NCBE, National Clearinghouse for Bilingual Education, 1118 22nd Street, NW, Washington, DC 20037. Also, **NCBE CIS**, support service for teachers' of LEP students, 3 databases, free. To access write NCBE CIS Manager.

TESOL (Teachers of English Speakers of Other Languages), 1600 Cameron, Alexandria, VA 22314-2751, (703)836-0774.

National Conference of Multicultural Education, Box 2413, Pascagoula, MS 39569-2413. (800)264-6711.

CABE, CA. Assoc. of Bilingual Educ., 926 J St., #820, Sacramento, CA 95814, (916)447-3986.

National Geographic WORLD, children's magazine, Dept. 00692, 17th & M St. NW, Washington, DC, 20036, (800)638-4077. A detailed listing of National Geog. is on page 199.

Children's Dictionaries:

1 Spanish/English, **The First 1000 Words,** (picture), by Amery, Milá, and Cartwright and pub. by EDC, 10302 E. 55th Pl., Tulsa, OK 74146. ISBN 0 86020 277 1. EDC also has this dictionary in French, German, Italian, Russian, and Hebrew. (800) 331-4418.
2 **English/Japanese Picture Dictionary** w/cassettes, guide, flash cards, & wall chart from Oxford University Press, 200 Madison Ave., NYC 10016 ISBN 0-19-434356-1.
3 French/English, **Rényi Picture Dictionary** published by Editions Rényi, 355 Adelaide St. West, #400, Toronto, Ontario Canada M5U1S2, ISBN 0-921606-47-8.

Computer Dictionaries, Microsoft's Foreign Proofing Tools package contains thesaurus, speller, and hyphenation file for one language. Languages include English (British), French, Norwegian, Spanish, German, Italian, Danish, Dutch, Portuguese and Swedish. (800)669-9673.

Amie Enterprises, Box 2132, Vista, CA 92085-2132, (619)758-4561. This company publishes the following: **Reporting to Parents in English and Spanish** and **A Bilingual Dictionary of School Terminology**, (Spanish & English).

Multicultural Program Materials Catalog from Chaselle, Inc, distributors, (800)242-7355 has such items as the following:

Living Together in America. Interest level: Grades K-6. Twenty full-color pictures printed in English and Spanish 12" x 17". Topics: American Indians, Immigrant Groups (Spanish-speaking, Black, Oriental, European, others). Included is a 48 page manual, #MTC1031.

The Cow-Tail Switch and other West African Stories, 17 stories from the Ashanti are told with humor and originality. #HH987.

Living With Eskimos, full-color illustrations, interest level K to 5, #CS828.

Frontier Teepee, tent is constructed of 100% cotton canvas, and frame of six smooth hardwood poles. Includes double flap door and Indian design ideas for exterior painting. (The fabric paint set is extra.) #T1000 (tent)

North American Indians Bulletin Board Set., 22 pieces highlight representative tribes of North American, #FS9482. Native American Tales, reading level 1, 2. **Little Runner of the Longhouse** grade 1, #HR412. **Small Wolf** grade 1, #HR492. **Arrow to the Sun, #VK369.**

Hispanic books such as **Tortillitas Para Mama And Other Nursery Rhymes, #H285, Hello Amigos! #H900, Friday Night is Papa Night, #VK575,** and **Uncle Nacho's Hat #BC433.**

Stories and tales from the east including **Ba-Nam (Vietnam) #HH697, Sachiko Means Happiness** #BC654, and from China, **Legend of the Li River #HH233.**

Family Lifestyles Around the World. Interest K-3. Sixteen color pics w/ 32-page manual including projects, activities, stories. Some nations include Egypt, India, Israel, Japan, Kenya, Mexico, Netherlands, Niger, Puerto Rico, Philippines and Russia. MTC1037, 11" x 17".

Multicultural VHS. "Magical Tales From Other Lands." Three folk tales (**The Magic Paintbrush, Why Monkeys Live in Trees** and **The Mountains of Love**). They take place in China, Africa and Mexico, #KMI160.

Tales From...Far East, South Asia, Mediterranean, Caribbean, British Isles published by The Wright Group. Also: **Celebrations.**

Elementary Specialties Company includes such items as the following:

1 **Hands On Heritage** Guide K-6, **multinational resource,** #GA 031257.
2 Planning, Organizing for **Multicultural Instruction,** #GA144332.
3 **Melting Pot Poster** Set #GA 71458
4 **Hand in Hand:** Multicultural Experience For Young Children, K-5. Nine 24-page student books w/text in English, French, Spanish, and Chinese, Addison #GA144335.

Bilingual Basic Skills Chart, English/Spanish, colors, days of week/months, numbers, CTP5406.

Carnival, party, seasonal, motif, masks, sombreros, prizes, gifts, hula skirts, oriental cutouts, decorating kits, from U.S.Toy Co., 1227 E. 119th St., Grandview, MO 64030, (800) 255-6124.

Carnival, party, seasonal and motif, balloons, multicultural items including **International Flag Pins,** #39-12 and international **rings,** #39/506. Also, Tiger Windsock #33/46, piñatas, sombreros, etc., from Oriental Trading Co., P.O. Box 3407, Omaha, NE 68103, (800) 228-2269.

Shop the World by Mail Club, P.O. Box 5549, 102-1 Commonwealth Ct., Cary, NC 27511. (919)467-3165.

ADDITIONAL NOTES

FrEdMail is a network of school-based computer bulletin boards with connections around the world. Write your state department of education, "Specialized Programs Branch, Resource

Services division" or ask your state department's reference librarian for your modem access number.

United States Department of Education, Washington, D.C. (202)708-5366, see "Multicultural Miscellaneous", p. 216.

School Districts: Addresses and other information about USA's school districts are found in Peterson's Guide. Main branch libraries carry this, or write for a **Comparative Guide to School Districts in USA**, Peterson's Guide, Inc., P.O. Box 2123, Princeton, NJ 08543, (800)338 -3282. Peterson's guides have other references including the ISS Directory of Overseas Schools, Directory of Overseas summer Jobs, Teaching English Abroad and many others.

Directories: There is a **Directory of Directories** to locate other info sources. Main branch libraries carry these, many other references and cross country information networking. Some local libraries are U.S. depositories of information, (census bureau, etc.) which is on CD-Rom. Large libraries carry the **Hispanic Americans Information Directory, 1992-93.**

Bureau of Education and Research, 1105 Vine Street, Paso Robles, CA 93446, (800)735-3503.

Sierra Club Headquarters. 530 Bush St., San Francisco, CA 94108, (415)981-8634. For local chapters write this address. Their color-photo yearly calendar is distributed by Random House.

American Forestry Association, Global Releaf, Teacher's Resource Kit with background information, map of world forest types, and 5 lesson plans on trees, global warming, and building student awareness thru planting and nurturing trees. P.O. Box 2000M, Washington, D.C. 20013.

Walt Disney Film Agent: Film Presentation Co., Inc., 514 Route 27, Iselin, N.J. 08830. (800)-992-3456 and Buena Vista Home Video in Burbank, CA 911521.

Walt Disney, storybook/cassette packs, controlled vocabulary, Disney illustrations, paced narration of text. Tinkerbell directs kids to turn the page. Over 20 classic Fairy Tales. (also, floor puzzles.) Order through Judy/Instructo or Chaselle, Inc. (800)242-7355.

Speaker Unit, Realistic Amplified Speaker System from Radio Shack, Model 32-2031A, with a LLoyd's microphone and an Archer AC Adapter, #273-1455A. Total sound unit weighs about 2 pounds.

Translator, Seiko Translator with up to 16 characters and built-in memory stores 80,000 words–40,000 for each language. #80244-5 French; #80243-7 Spanish; #80255-0 Japanese and #80256-9 Four Language. Can be obtained through Rand McNally (800)234-0679. (See next entry). This is visual. You see the word printed out on the screen. Also pocket size model TR-2500.

Translator, Advanced Multilingual Interpreter is an auditory interpreter with earphones and can be obtained through Rand McNally #880257-7. It has over 10,000 words in English, French, German, Spanish and Italian. (800)234-0679.

Discounts - Some states are associated with a distributor who will give a discount if you include your state order number. California's Catalog Contract Pricing distributor is Chaselle, Inc., Columbia, MD. (minimum purchase). This means FREE FREIGHT plus 10% discount. The order code is CA9192. Chaselle, Inc., 9645 Gerwig Lane, Columbia, MD 21046. (800)242-7355.

Chaselle has 6 catalogs. They are: 1) Multicultural Program Materials; 2) Arts & Crafts; 3) General School materials; 4) Teacher's Resource Book; 5) Lifeskills Materials; 6) Pre-School & Elementary Materials; and 7) Educational Software. Also **New England School Supply,**

Division of Chaselle, Inc. P.O. Box 1581 Springfield, MA 01101. (800) 628-8608. New England takes small orders.

Media Centers, school districts' media centers carry material in their social studies departments under multicultural units, living experiences, American Families, American cultural heritage and living as neighbors, with units regarding peoples, families and children of other lands.

Storage, for a primary read-along-book with a cassette is the Ziploc gallon-size freezer bag. There are many manufacturers but Dow heavy duty Gripper Zipper bags close easily and they have a place to write the name of the book. Other plastic containers manufactured by FREM CORP., 60 Webster, Worchester MA 01603-0004, (800)343-0942.

Talking Software by Orange Cherry Talking Schoolhouse Software, (800)6726002, for IIe, IIGS, Mac, Tandy, C-64, TRS-80, IBM PC, PS/II, & Pet computers.

Kidstamps. P.O. Box 18699, Cleveland Heights, Ohio 44118, (800)727-5437. Adorable rubber stamps of children's favorite **literary characters**. (Peter Rabbit stamp set from Childcraft, #224907.)

Student's Name Used in the Book from ABOUT ME! Book Company, 40455 Via Francisco, Murrieta, CA 92562, (714) 698-5659. (The child's name is used as the main character.)

Calendars, 250 DIFFERENT KINDS. Landmark Calendars, P.O. Box 6105, Dept. 1, Novalo, CA 94948-6105, (800) 677-1992. (Good A/V pics source.)

Children's Book Clubs: Scholastic Books Clubs, P.O. Box 7503, Jefferson City MO 65102. Gr. 2-3, LUCKY Book Club. Offers discounts on some items for both teacher and student of current popular paper bound books, tapes and gifts. Good for obtaining **sets of paperback books** for small group instruction such as Curious George books, Babar, Fairy Tales. (800)325-6149.

Carnival Book Club K-2, P.O. Box 6035, Columbia MO, 65205-9844, features, Babar, Paddington Bear and Peter Rabbit dolls and books as room prizes as well as many technology teacher/student toys. Book sets and discounts same as above.

Troll Book Clubs, 2 Lethbridge Plaza, Mahwah, N.J. 07498-0002, (800)541-1097, offers discounts and bonus points as above. Teacher bonus points items include multicultural mini-libraries, as well as hardcover mini-libraries, videos and popular classroom notions.

Golden Book Club, 3650 Milwaukee St., Madison, WI 53779-0126, (800)334-2515. Western Publishing Company publisher, items as above and includes in its bonus points a 20 volume Golden Book Encyclopedia set.

Skin tones called **"People Colors"** from Lakeshore, paints LC 1600 liquid tempra and crayons LC 360. (800) 421-5354.

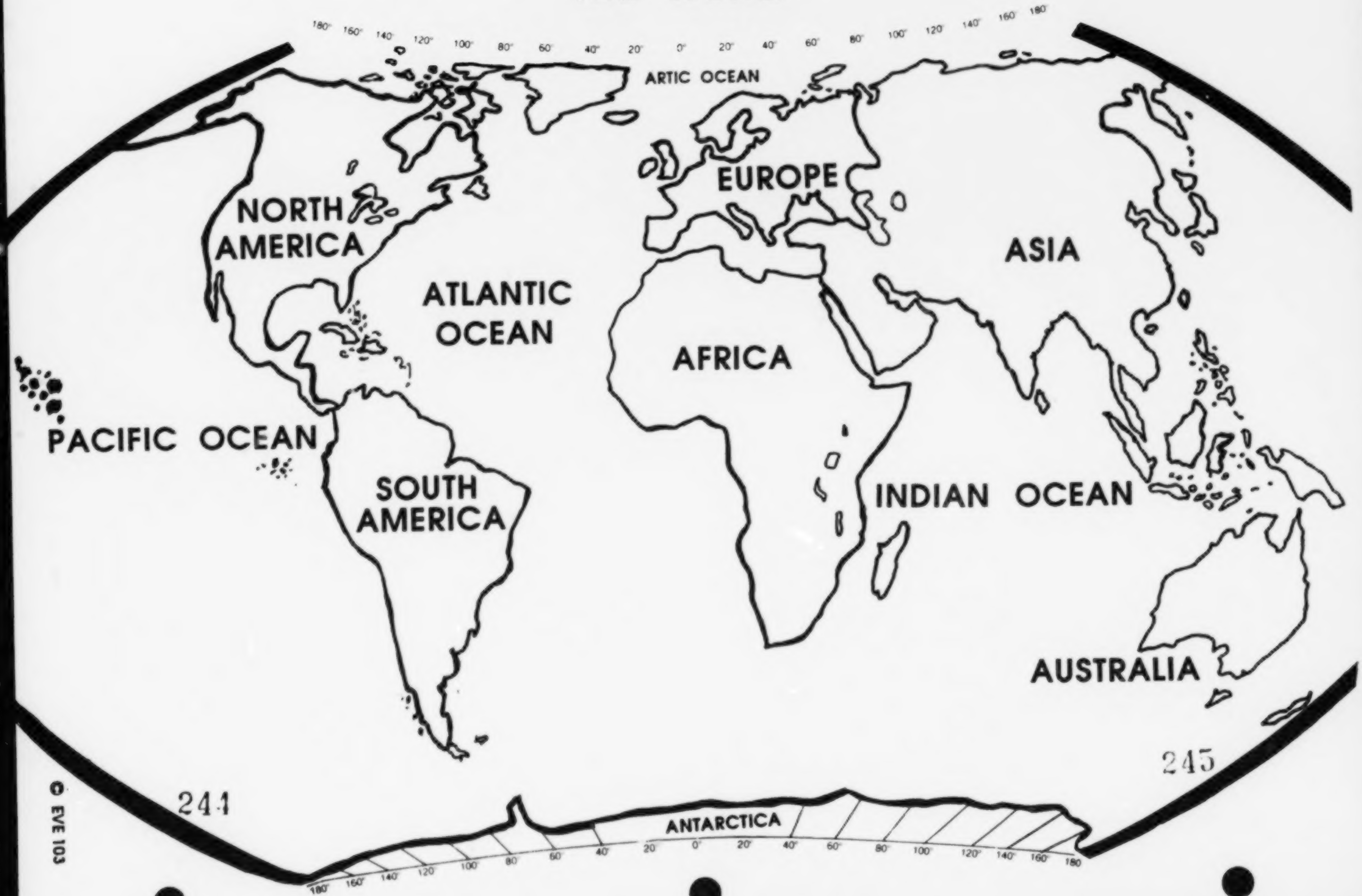
Personalized - bumper stickers, newspapers, newspaper headings, LIFE magazine, pencils, etc., from Miles Kimball of Oshkosh, WI, 41 West Eighth Ave., Oshkosh, Wisconsin 54906.

PHOTO desk stampers with a 3/4" image or up to four people with a 1 1/4" stamper from Miles Kimball, 41 West Eighth Ave., Oshkosh, Wisconsin 54906.

15 TEACHING APPROACHES

1 LECTURE	•Teacher expresses material verbally Students listen and/or record information
2 DRILL	•Teacher explains and demonstrates the skill Students imitate and practice
3 TEAM TEACHING	•Teacher shares the teaching responsibility with a peer Students experience another frame of reference
4 CONTRACT LEARNING	•Teacher helps student design work goals Students work at their own rate of speed
5 ROLE PLAYING	•Teacher dramatizes situations Students act out dramatization to internalize role
6 PEER TEACHING	•Teacher gives another student the role of a substitute teacher Students accept more self-imposed tasks
7 INDIVIDUALIZED INSTRUCTION	•Teacher makes diagnoses and prescribes an individualized program Student's particular needs are met more fully
8 PROGRAMMED INSTRUCTION	•Teacher follows the guidelines of a published program, traditionally scope and sequence but currently wholistic (holistic) Students increase the difficulty of tasks gradually
9 SOCRATIC	•Teacher develops lesson around a question(s) Students work toward an answer to the question(s)
10 MODULAR	•Teacher "walks" the students through the steps of the process Students follow and imitate gaining experience and independence
11 MULTI-DISCIPLINARY	•Teacher coordinates the learning tasks across the curriculum (current wholistic approach) Students gain mastery of tasks as they are applied throughout subjects
12 MASTERY	•Teacher sets up prioritized tasks Students must accomplish each step, sequentially, before advancing to the next step of difficulty
13 CENTERS	•Teacher structures room areas in such a way that learning takes place between the student and the objects/materials at each center (game orientated) Students work independently with teacher as facilitator
14 TECHNOLOGICAL	•Teacher centers instruction upon videodiscs, videos, film, software, multi-media software, penultimate, electronic books and other machine-based programs including virtual reality Student assumes responsibility of care of machines and learning tasks
15 COMPREHENSIVE	•Teacher uses most of the approaches in one form or another throughout the school experience Students learn flexibility within approaches

The World


180° 160° 140° 120° 100° 80° 60° 40° 20° 0° 20° 40° 60° 80° 100° 120° 140° 160° 180°
ARTIC OCEAN
NORTH AMERICA
EUROPE
ASIA
ATLANTIC OCEAN
AFRICA
PACIFIC OCEAN
SOUTH AMERICA
INDIAN OCEAN
AUSTRALIA
ANTARCTICA
180° 160° 140° 120° 100° 80° 60° 40° 20° 0° 20° 40° 60° 80° 100° 120° 140° 160° 180

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Areas of the Oceans and Continents

The Earth

Diameter: about 8,000 miles
Circumference: about 25,000 miles
Land area (including inland waters and Antarctica)
58,000,000 square miles
Water area: 139,000,000 square miles
Population: about 5,000,000,000

Asia

Africa

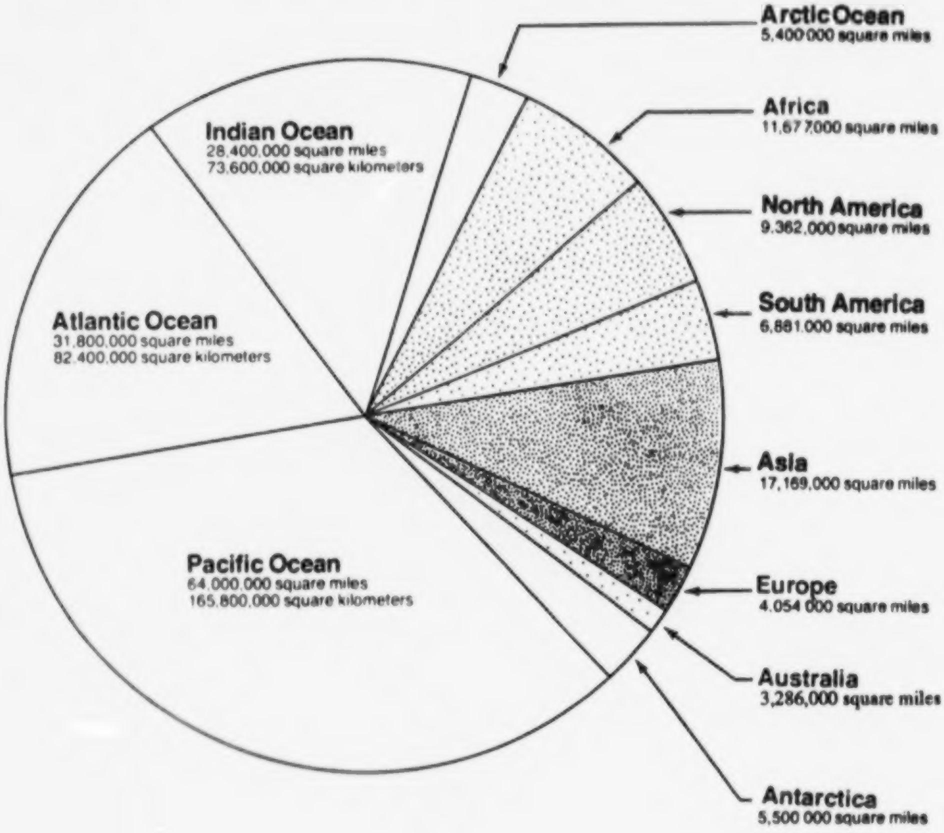
North America

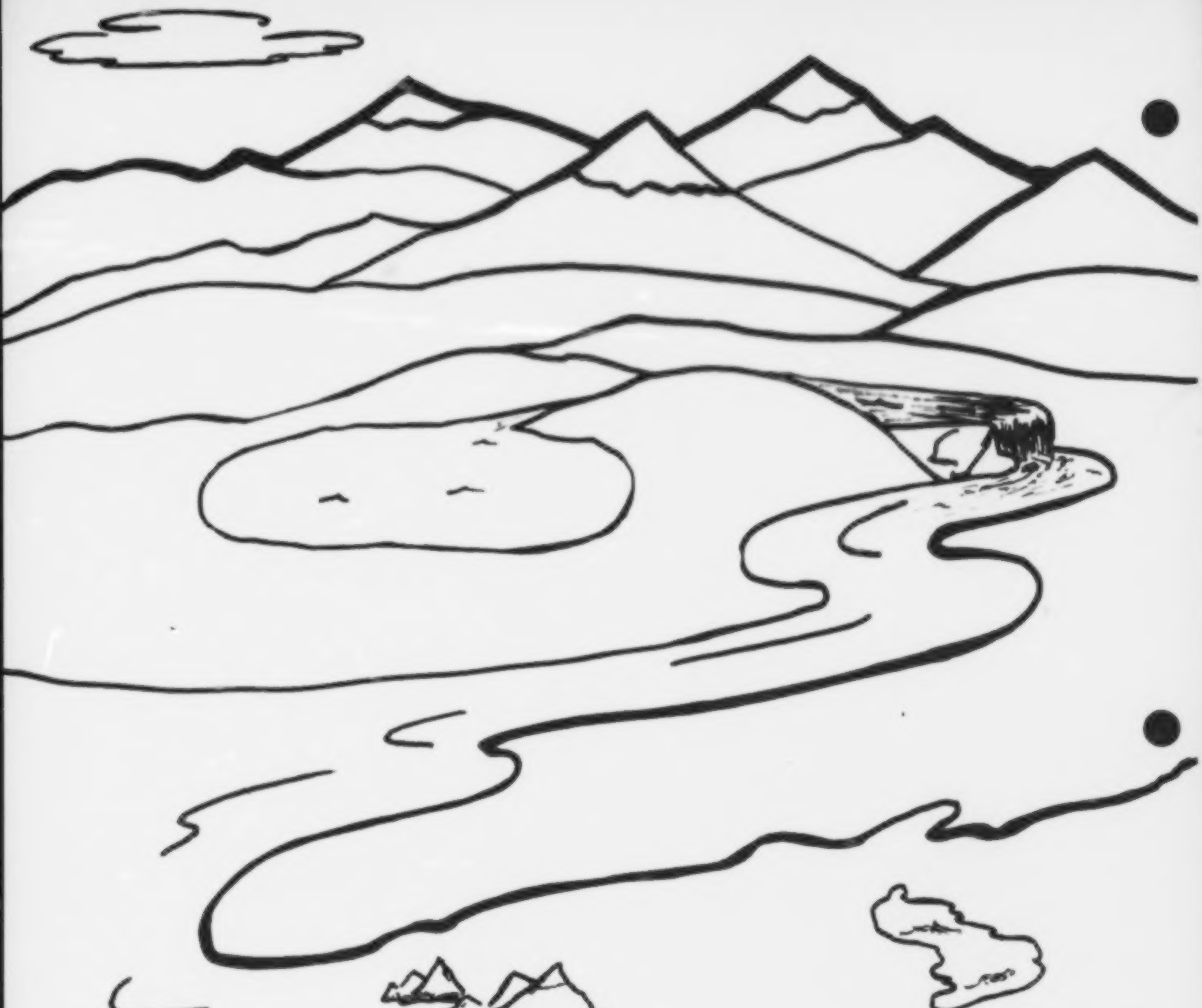
South America

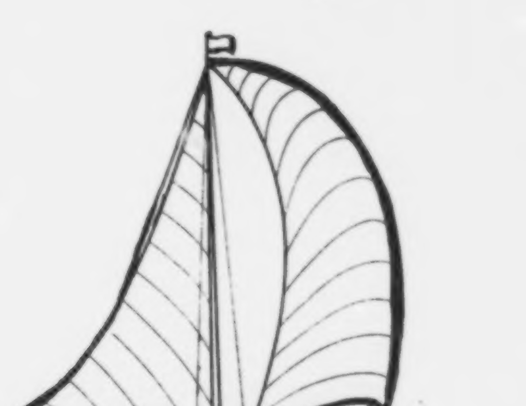
Antarctica

Europe

Australia







Parts of the Earth

1 ocean
2 island
3 peninsula
4 river
5 plain
6 hills
7 lake
8 mountains

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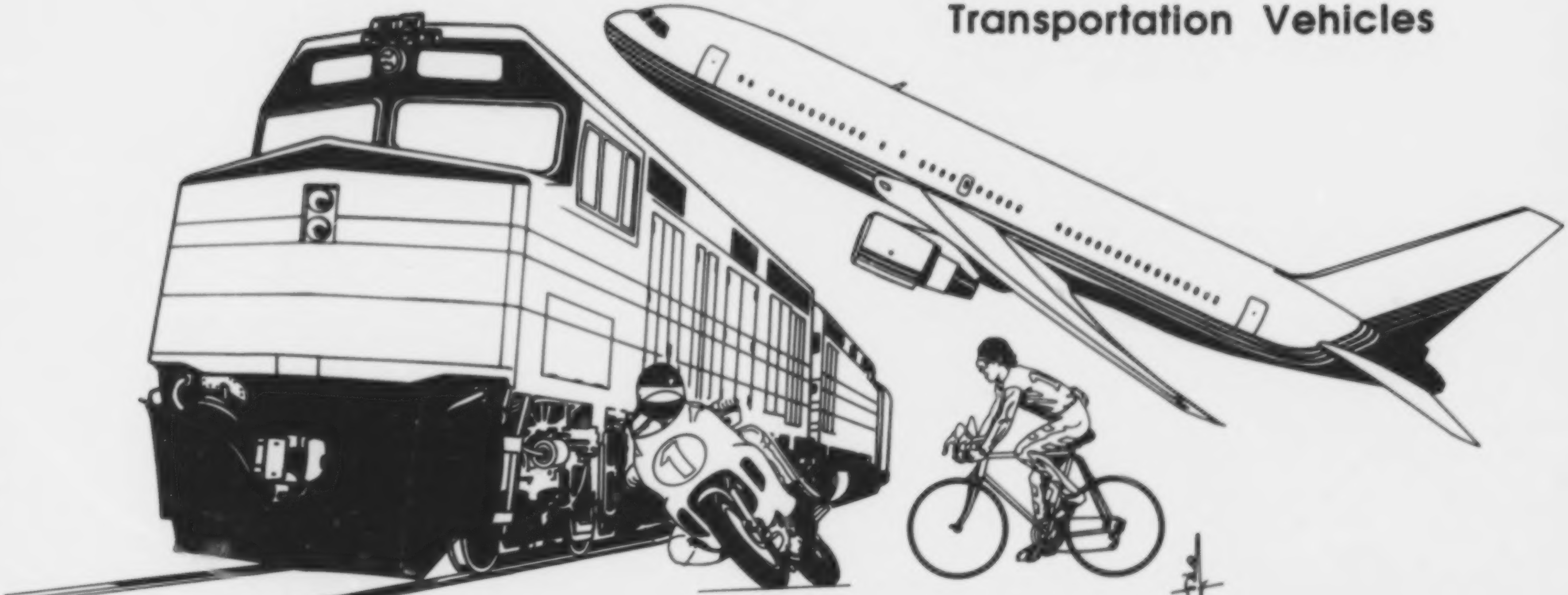
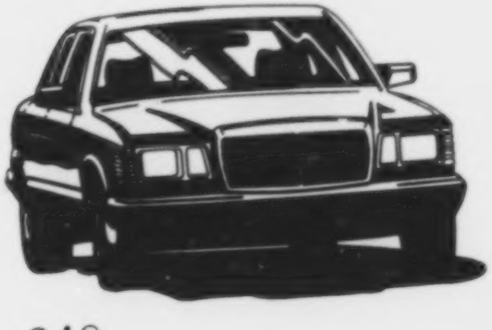
Transportation Vehicles





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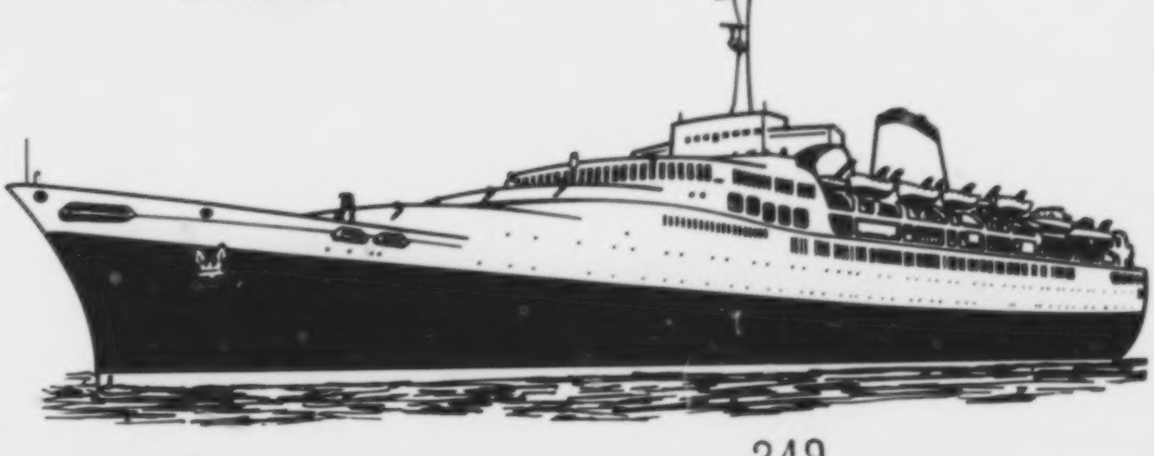

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Science

Finding Out About ______________________

Look out the window or in a book to find four different kinds .
Then tell about them in the chart below.

Kind	What Does It Look Like?	Where Does It Live?	What Does It Eat?
Bluejay	blue, gray	Mountains	Bugs, berries

Name ______________________

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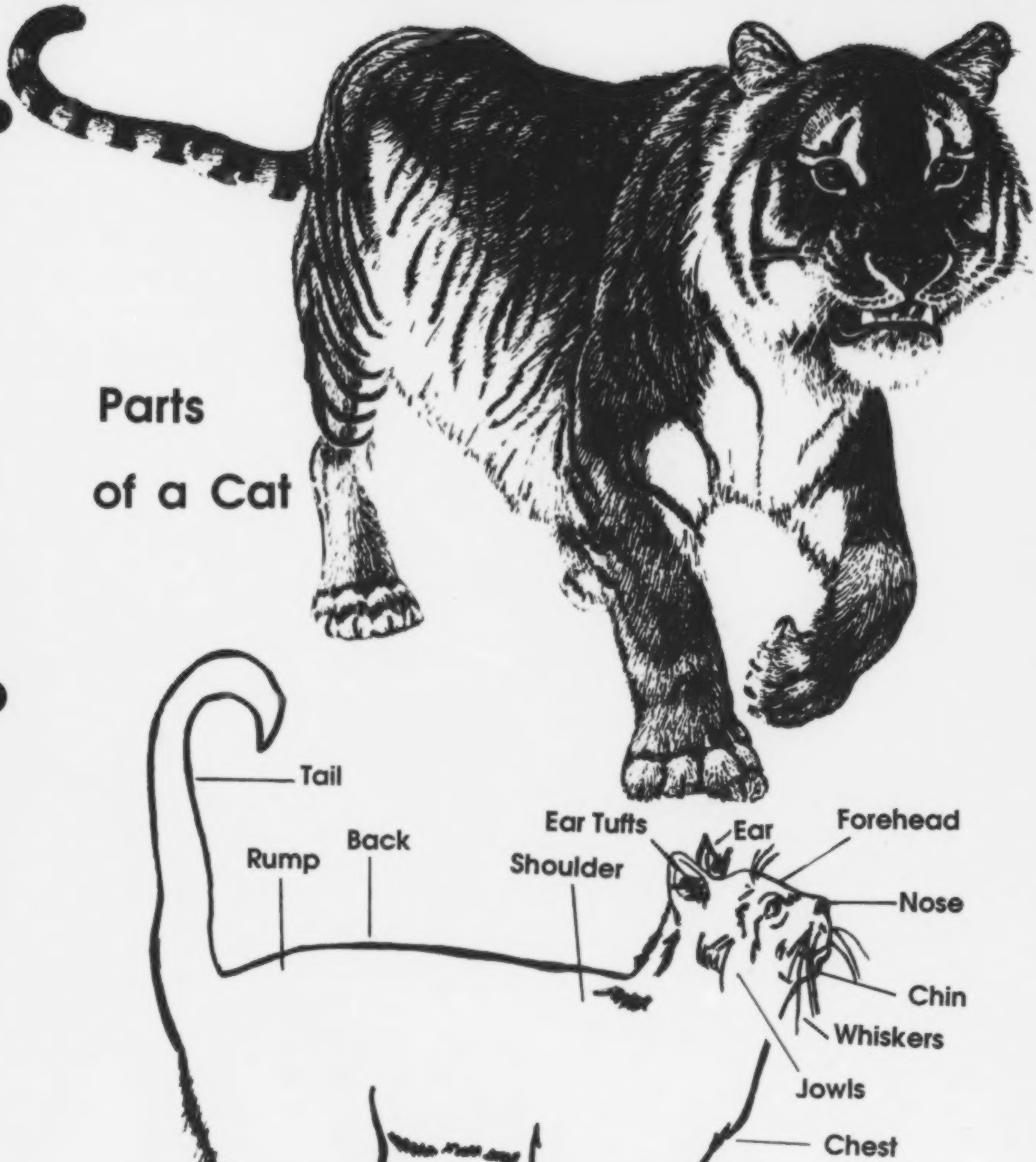
Parts of a Cat


Tail
Rump
Back
Ear Tufts
Ear
Forehead
Shoulder
Nose
Chin
Whiskers
Jowls
Chest
Back Feet (Four toes)
Front Feet (Five toes)

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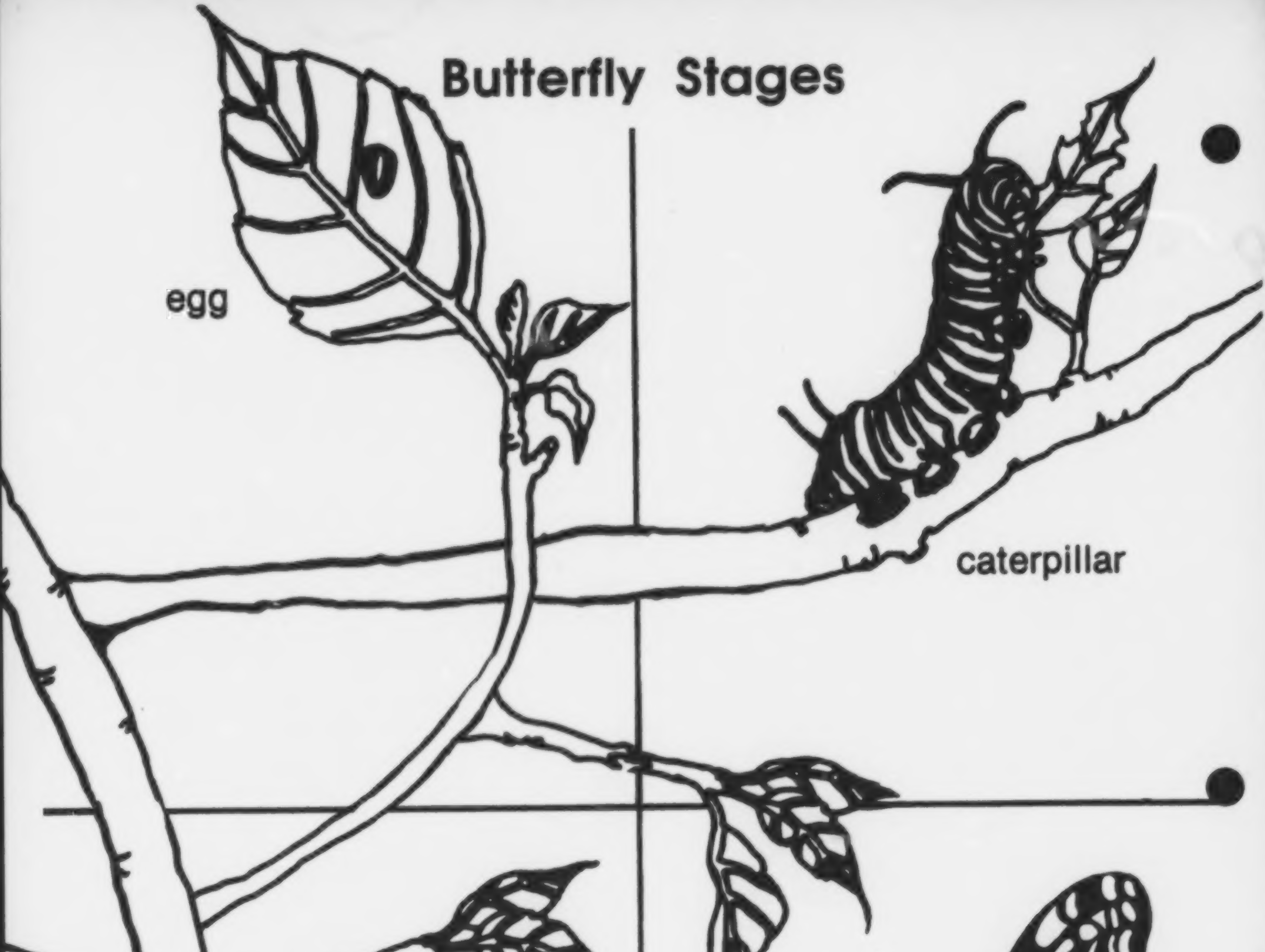
Butterfly Stages


egg
caterpillar
chrysalis
butterfly

Name ______________________________________

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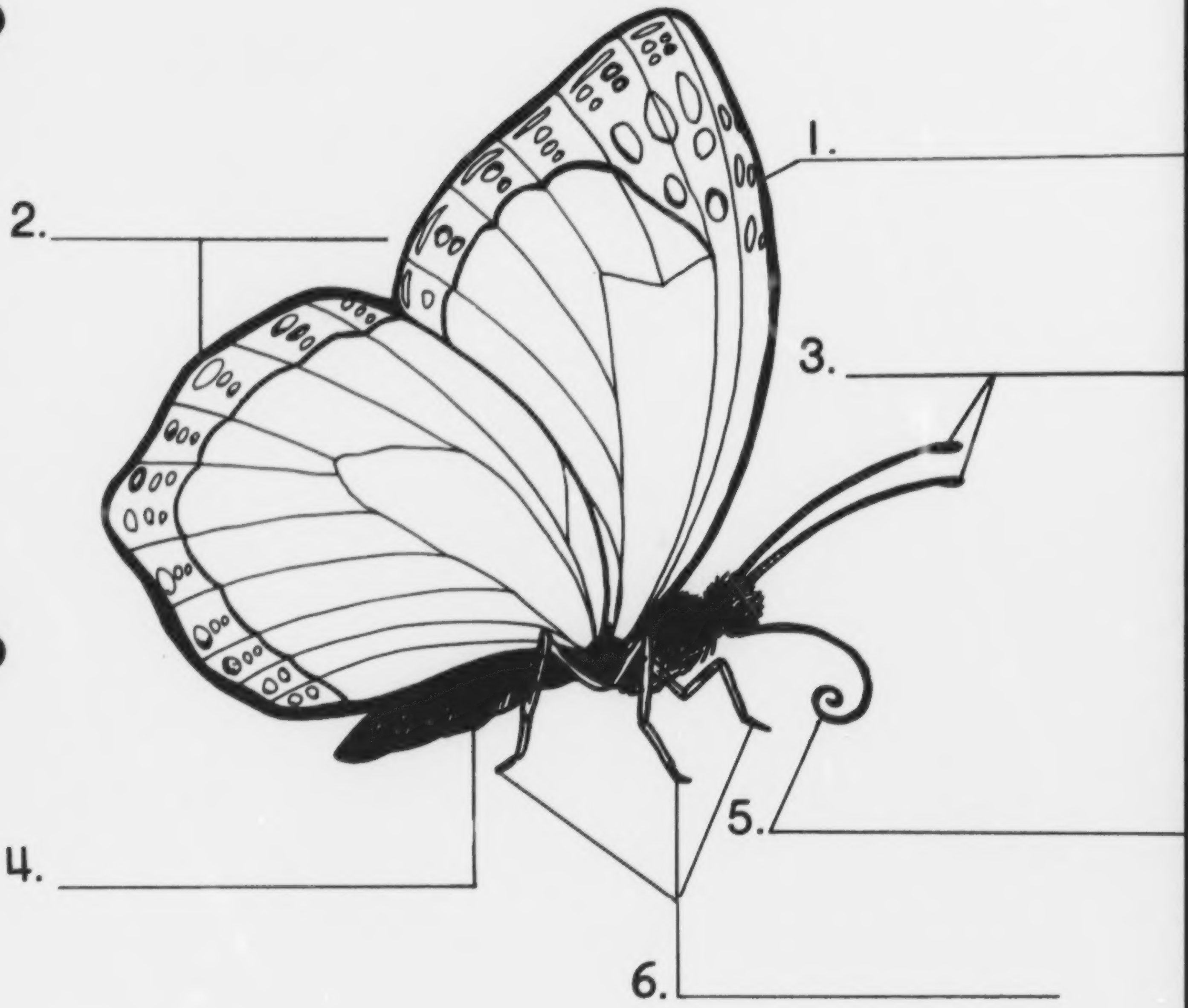
Butterfly Body



legs

front wing

hind wing

antennae

abdomen

proboscis

Name__________ 253

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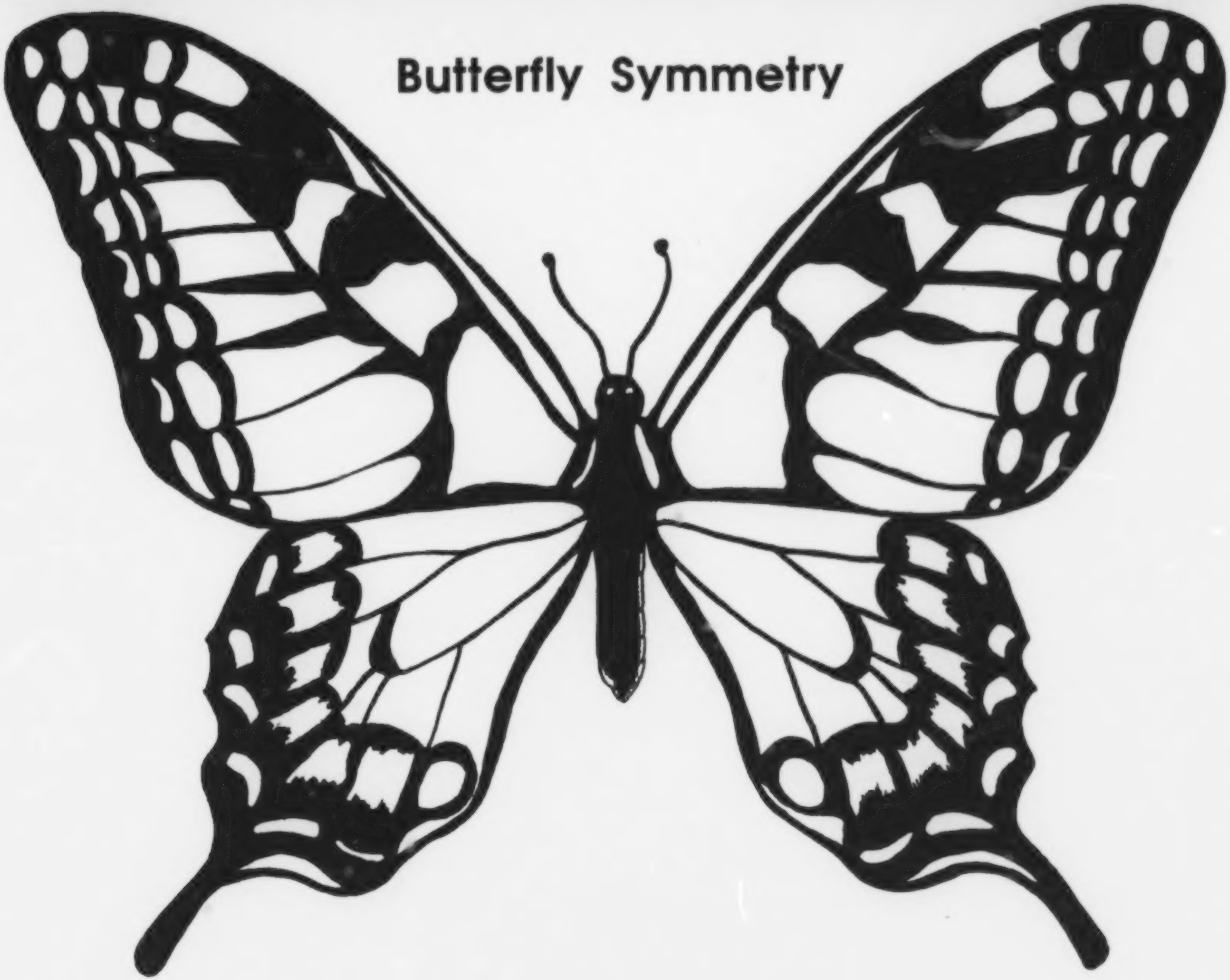
Butterfly Symmetry



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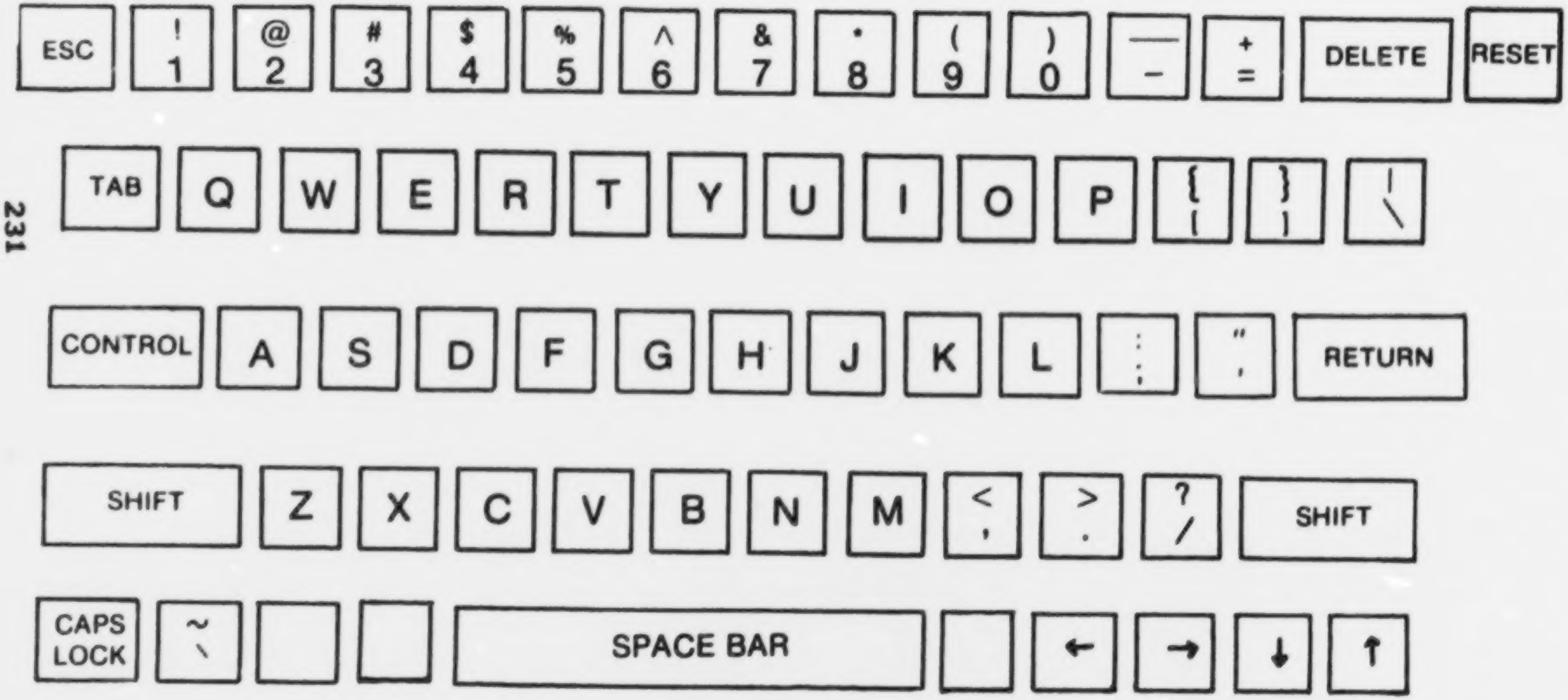
Computer Keyboard


ESC
! 1
@ 2
# 3
$ 4
% 5
^ 6
& 7
* 8
(9
) 0
__ -
+ =
DELETE
RESET
TAB
Q
W
E
R
T
Y
U
I
O
P
{ [
}]
| \
CONTROL
A
S
D
F
G
H
J
K
L
: ;
" '
RETURN
SHIFT
Z
X
C
V
B
N
M
< ,
> .
? /
SHIFT
CAPS LOCK
~ `
SPACE BAR
←
→
↓
↑

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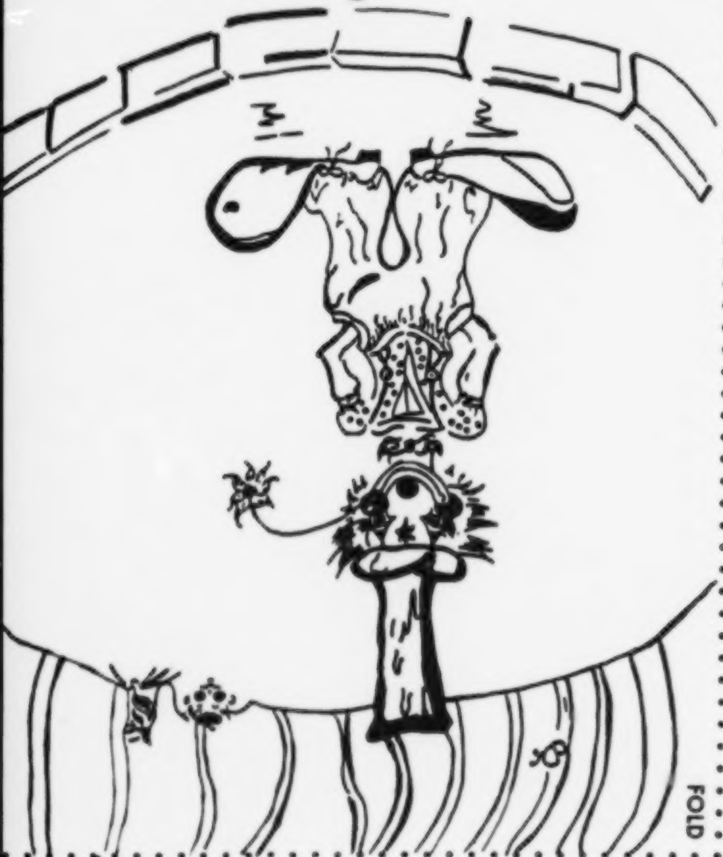
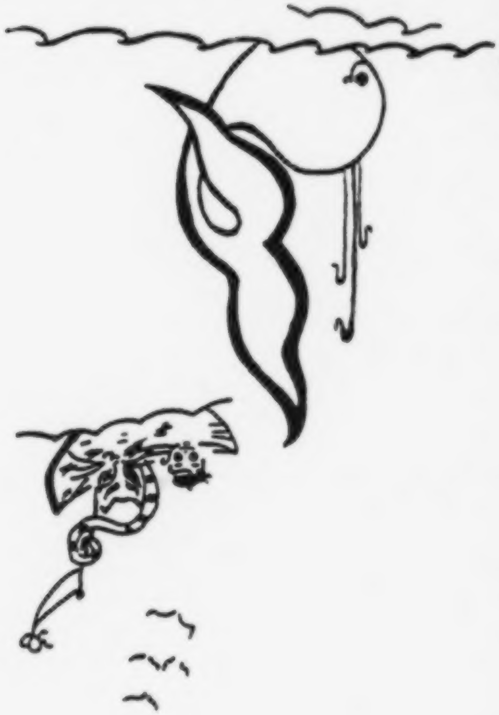
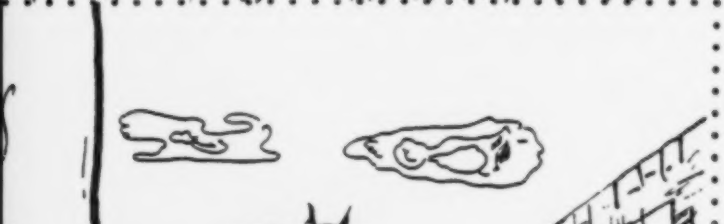




FOLD

FOLD



Tiggy and Me and Butterfly, Too!

258

J. Barrie

Name ______________________

Name

LITTLE BEAR - transformed into poetry.	**WORDS**
Oh look, look, there is snow on the lawn, What, oh what will Bear put on.	1 ________
Now dear, Mother has a hat for you, Hooray, hooray, now Bear can play too!	2 ________
Oh look, look, there is snow on the lawn, What, oh what will Bear put on?	3 ________
Now dear, Mother has a coat for you, Hooray, hooray, now Bear can play too!	4 ________
Oh look, look, there is snow on the lawn, What, oh what will Bear put on?	5 ________
Now dear, Mother has snow pants for you, Hooray, hooray, now Bear can play too!	6 ________
A hat, a coat and some snow pants, too, Aren't enough for little Bear, that's true.	7 ________
Bear is so cold that he's turning blue, Mother shows him his fur coat will do!	8 ________

Teacher created worksheet for core literature.

Prediction Chart

	What I Predict Will Happen	What Really Happened
Part 1 pp.		
Part 2 pp.		
Part 3 pp.		
Part 4 pp.		
Part 5 pp.		
Part 6 pp.		

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Story Pyramid

1 Main character's name
2 Two words describing main character
3 Three words describing setting
4 Four words stating problem
5 Five words describing one event
6 Six words describing second event
7 Seven words describing third event
8 Eight words describing solution

1 ______

2 ______ ______

3 ______ ______ ______

4 ______ ______ ______ ______

5 ______ ______ ______ ______ ______

6 ______ ______ ______ ______ ______ ______

7 ______ ______ ______ ______ ______ ______ ______

8 ______ ______ ______ ______ ______ ______ ______ ______

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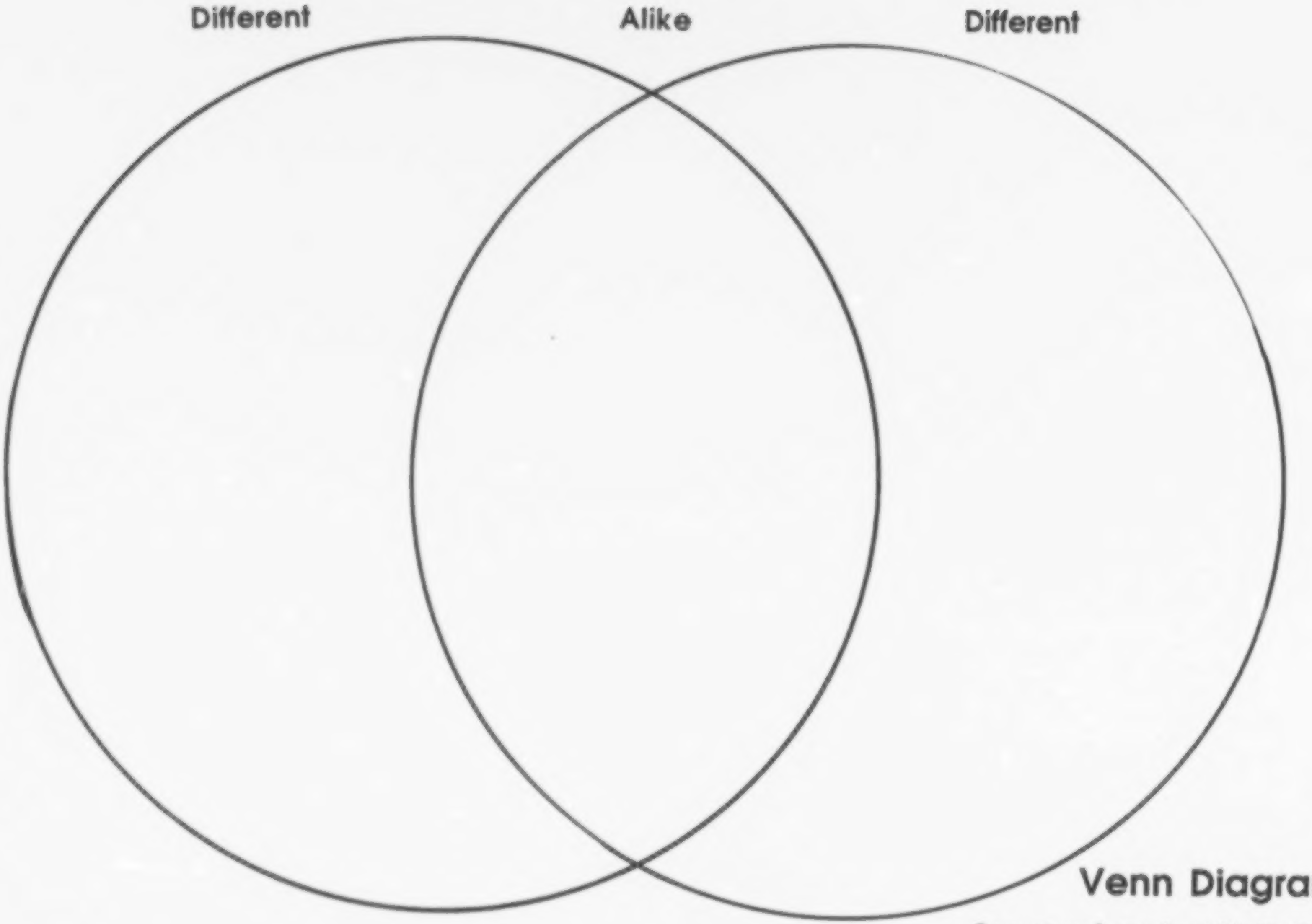
Different
Alike
Different

Venn Diagram

Compare & contrast Main Character

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Story Frame

The story takes place ____________________

____.

____________________ is a character in the story

who ______________________________________.

____________________ is another character in the

story who ________________________________.

A problem happens when ___________________

____.

After that, ______________________________

____

and ______________________________________.

The problem is solved when _______________

____

____.

The story ends with ______________________

____.

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Knowledge Chart

What We Know About ______	What We Learned About ______
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.
6.	6.
7.	7.
8.	8.
9.	9.
10.	10.
11.	11.
12.	12.

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Story Summary

Part 1
Part 2
Part 3
Part 4
Part 5
Part 6

Plot Chart

Somebody	
Wanted	
But	
So	

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Story Map

Main Character

The Setting

Problem

Event 1

Event 2

Event 3

Event 4

Event 5

Solution

Story Theme
What was story REALLY about?

Values

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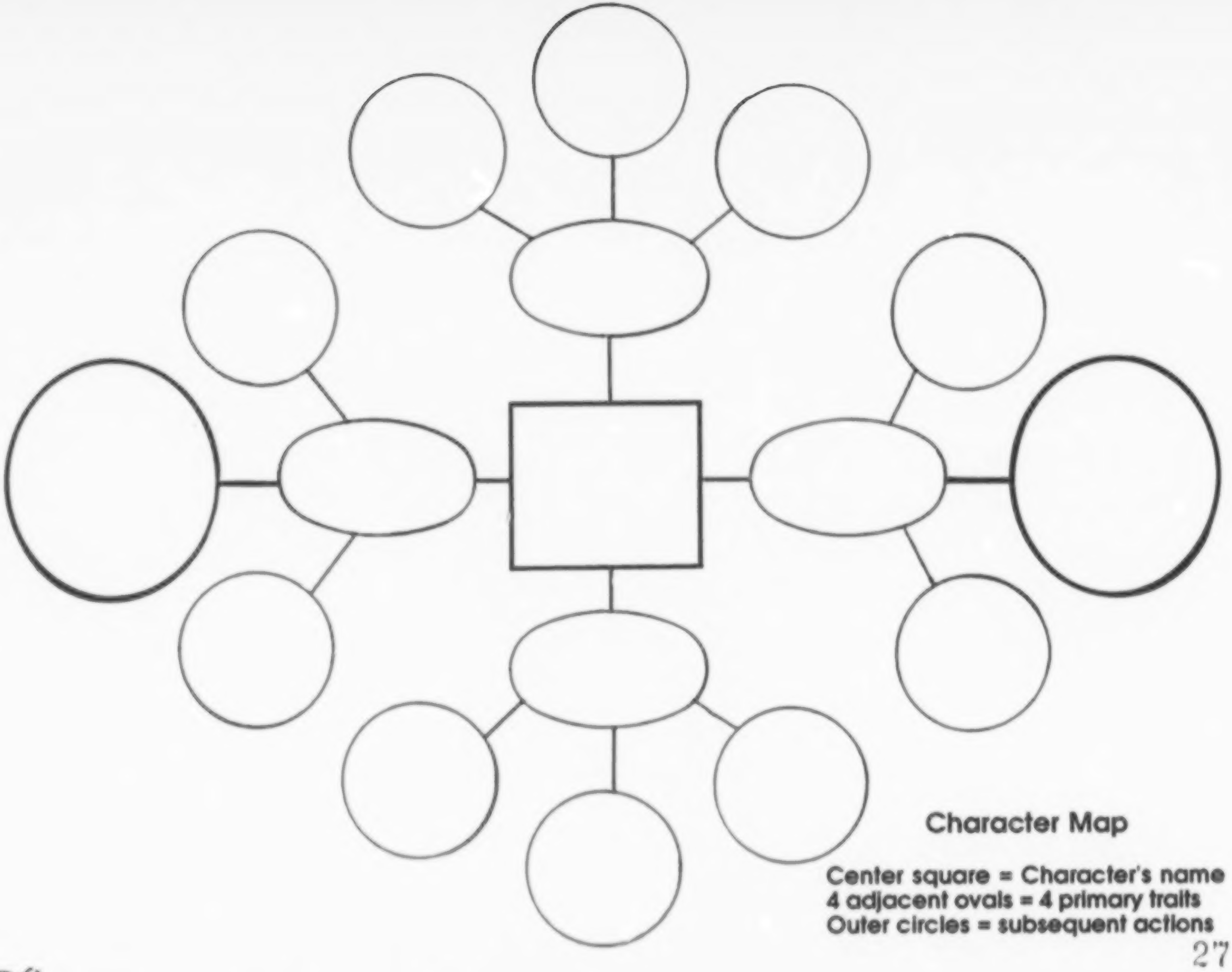

Character Map

Center square = Character's name
4 adjacent ovals = 4 primary traits
Outer circles = subsequent actions

270

Story Chart

Main character	Character	Character	Character
		Character	Character
Setting	Problem	Solution	What is this story REALLY about?
Values	Expressive language	Read-aloud parts	Values

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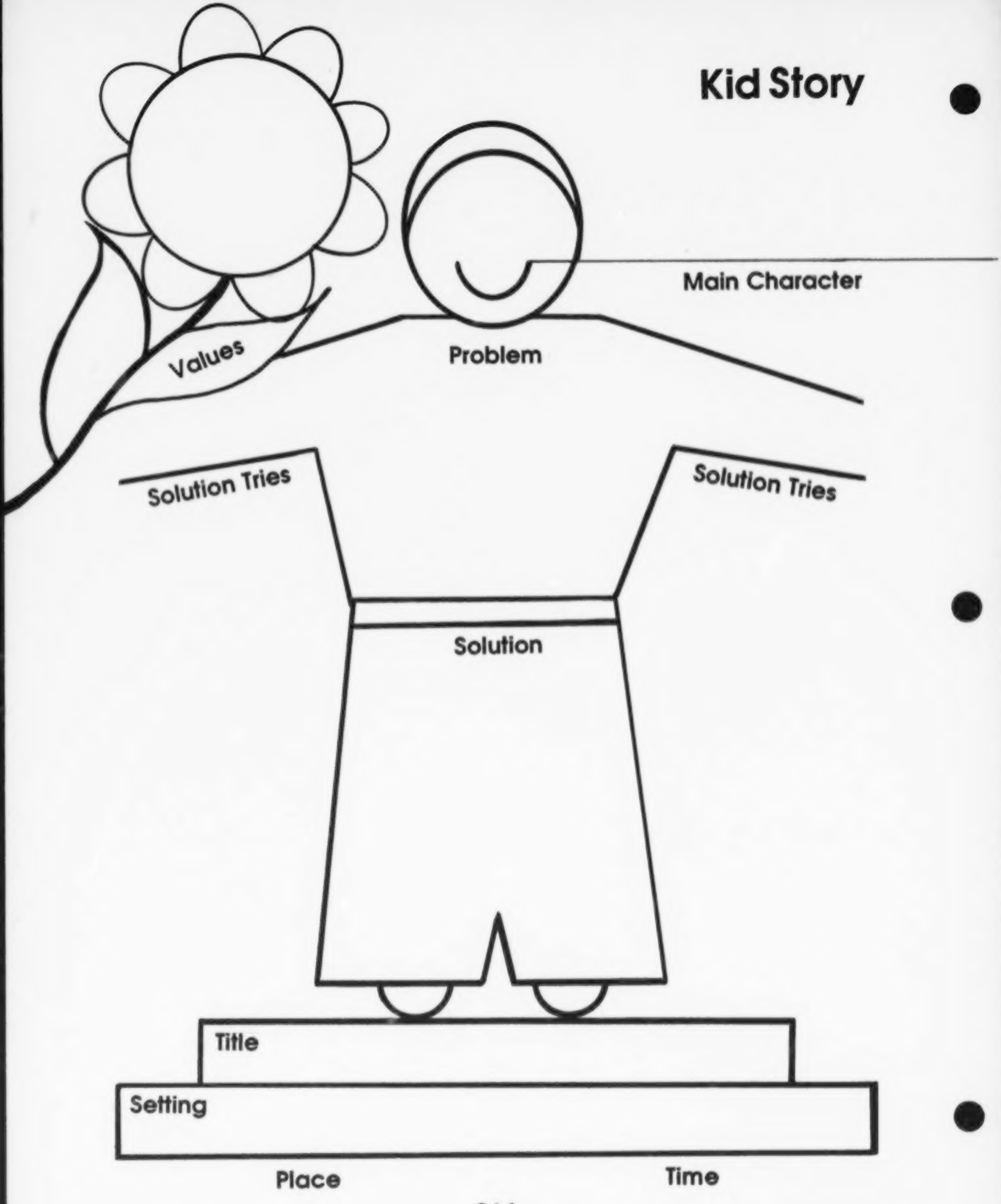
Kid Story


Main Character
Values
Problem
Solution Tries
Solution Tries
Solution
Title
Setting
Place
Time

SPECIAL READING PROGRAM SCHEDULE & LESSON PLAN

DATE:_____ CONFERENCE TIME: ______ AUX. TEACHER:__________________

PLACE DAY TIME

Rm. #___ M T W Th F _____

STUDENTS

1 ______________________
2 ______________________
3 ______________________
4 ______________________
5 ______________________
6 ______________________
7 ______________________
8 ______________________
9 ______________________
10 ______________________
11 ______________________

LESSON PLAN

1 **PHONICS STUDY** - five minutes
- follow phonics outline
- use flash cards & games

2 **VOCABULARY STUDY** - five minutes
- see & say story words or use boxed cards

3 **READ STORY**- 15 minutes
- follow book list
- tell unknown words
- vary text with literature
- you read part of story orally

4 **COMPREHENSION DITTO** - 5 - 10 MINUTES
- read the story for them
- have them point as you read
- have them read the story
- have them read the questions
- model finding answers in the story

5 **GAMES** - games & alternate activities once a week

LESSON CHECKLIST:

___1 PHONICS ______________________
___2 VOCABULARY ______________________
___3 TEXTBOOK OR LITERATURE ______________________
___4 COMPREHENSION (WORKBOOK), DITTO ______________________
___5 GAMES ______________________

MEMO ______________________

____

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2

1

Fold

Fold

BEST COPY AVAILABLE

Mini Book Front Cover

277

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Name________________________________

278

Name

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NAME ____________________

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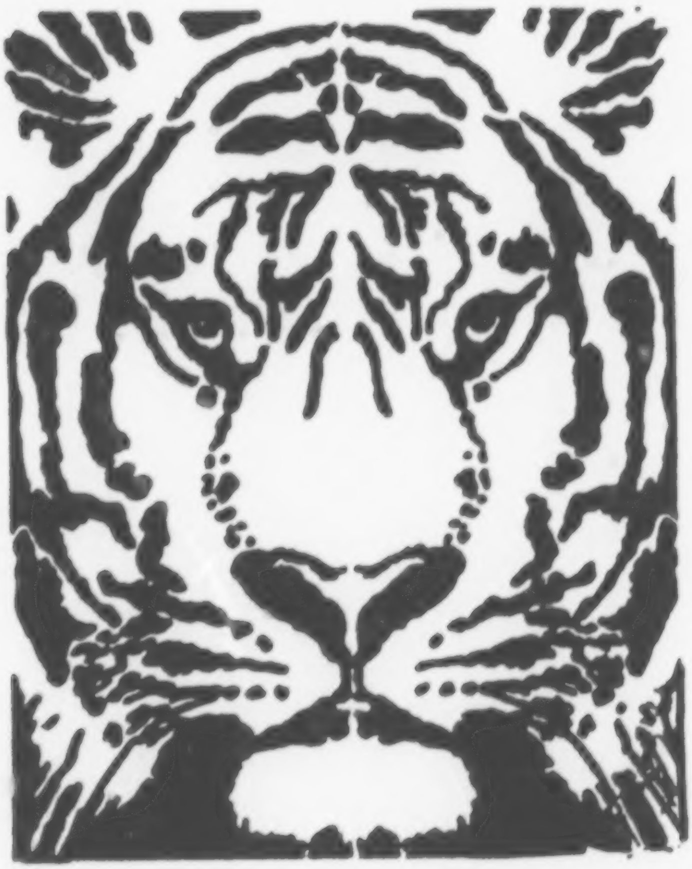
NAME ____________________



____

____

____

____

281

282

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283

Fold

Cut

286

Note Paper

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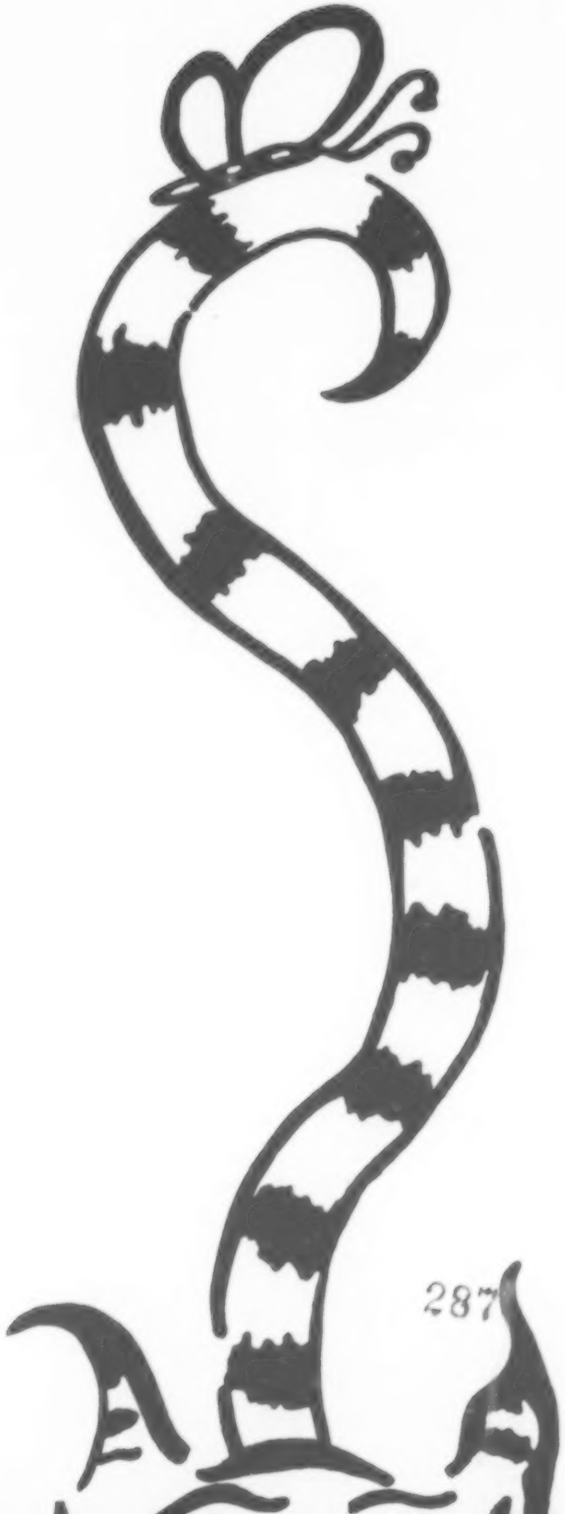
Tiggy Poster - Top



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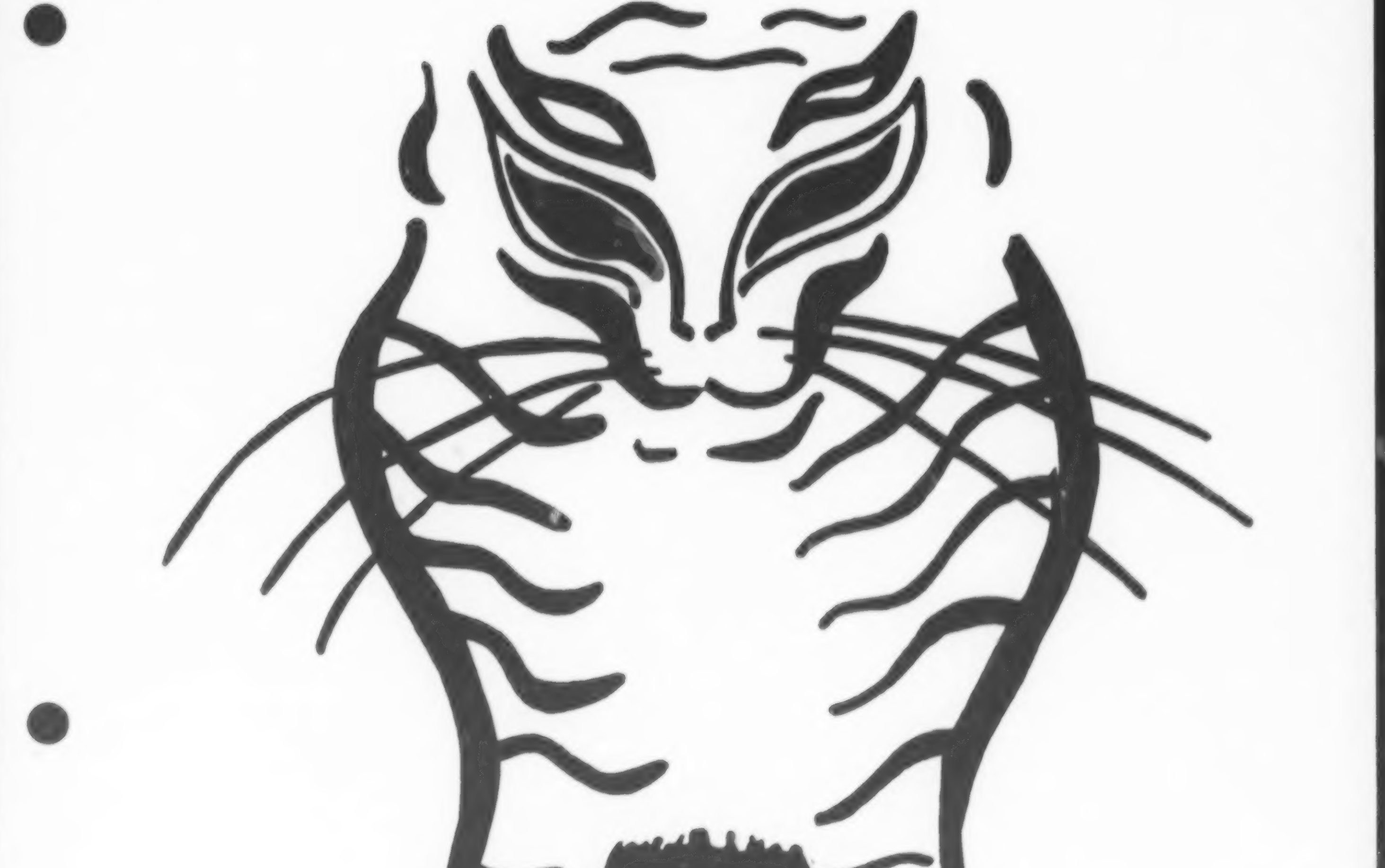

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Tiggy Poster - bottom

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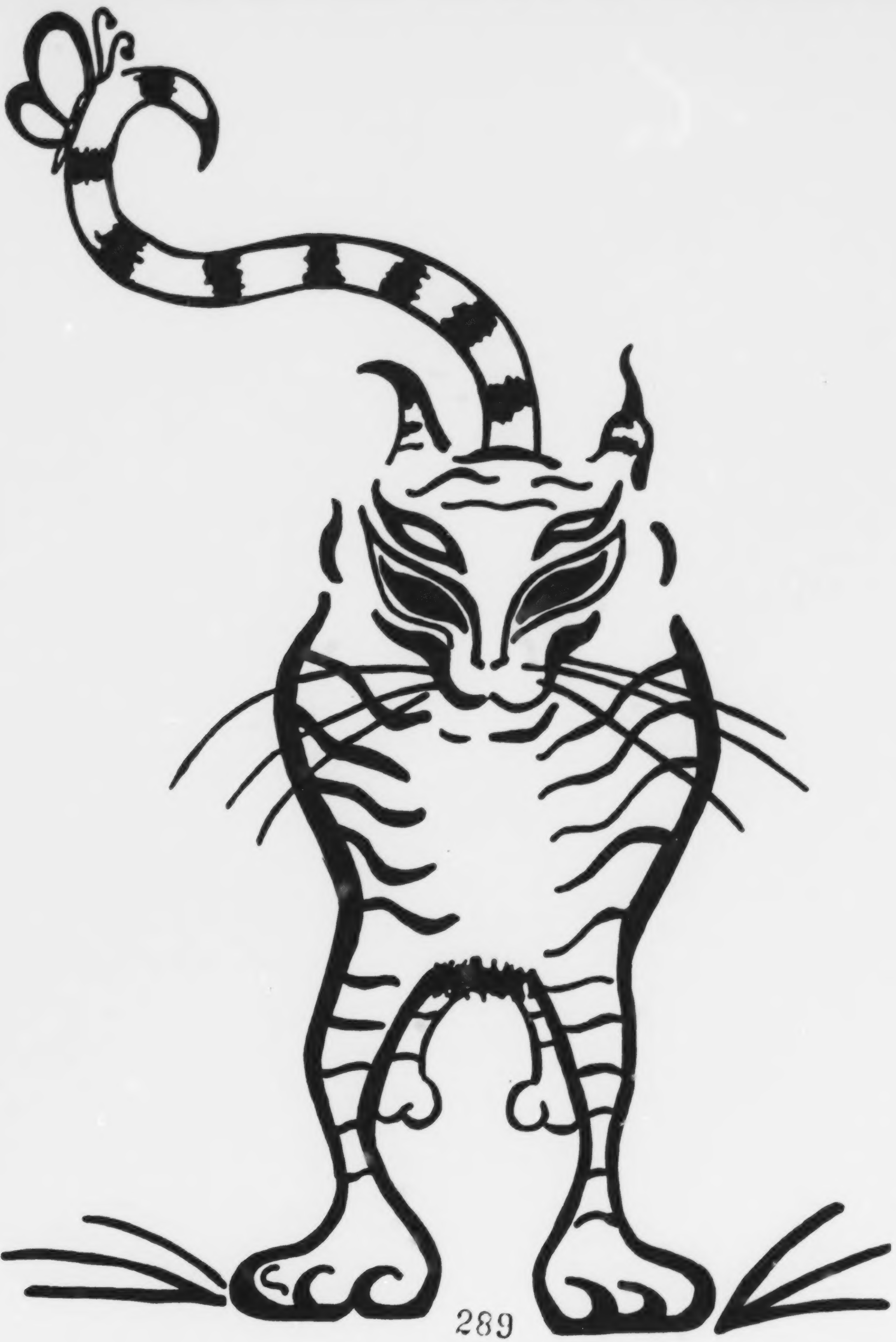

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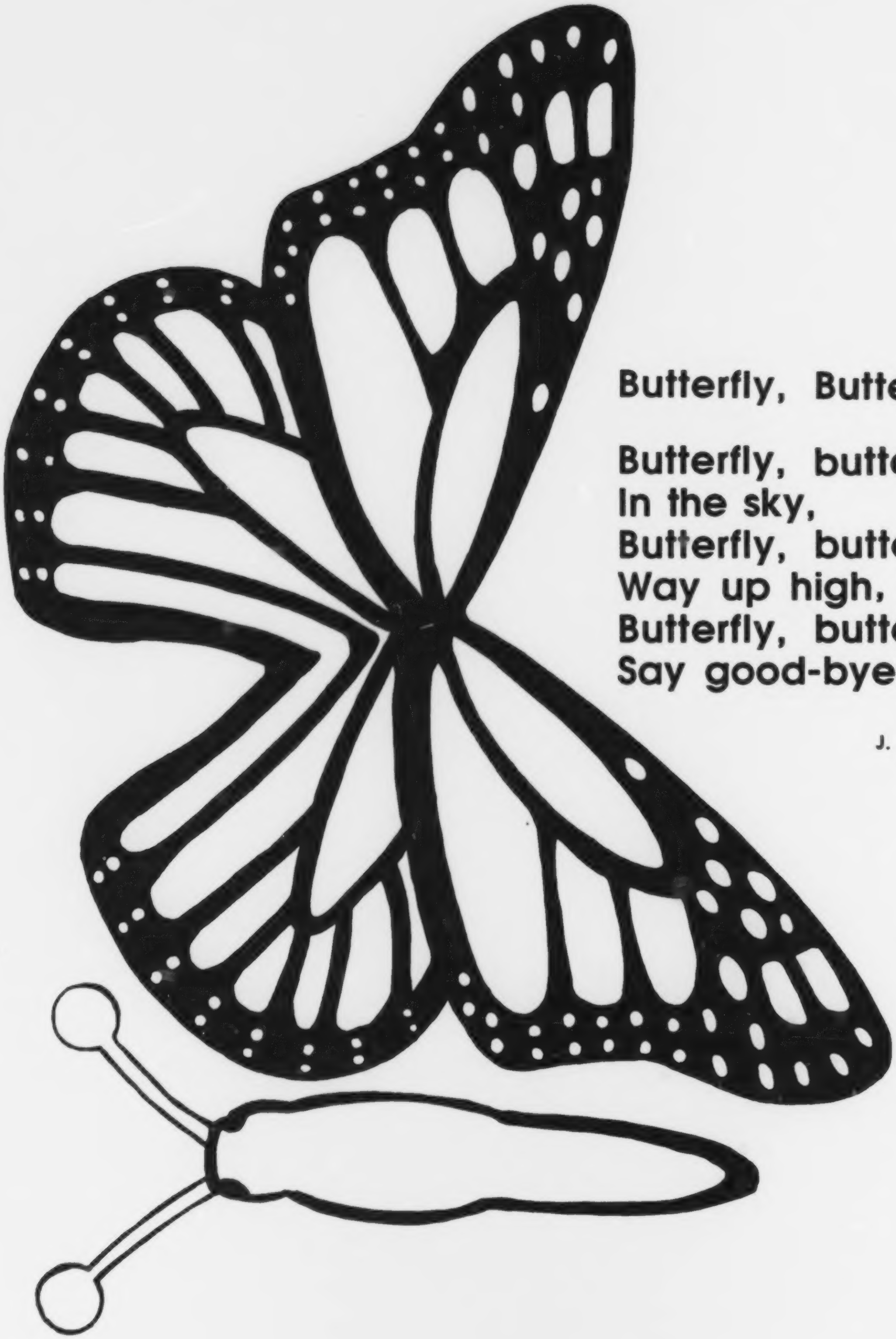

Butterfly, Butterfly

Butterfly, butterfly
In the sky,
Butterfly, butterfly
Way up high,
Butterfly, butterfly
Say good-bye.

J. BARRIE

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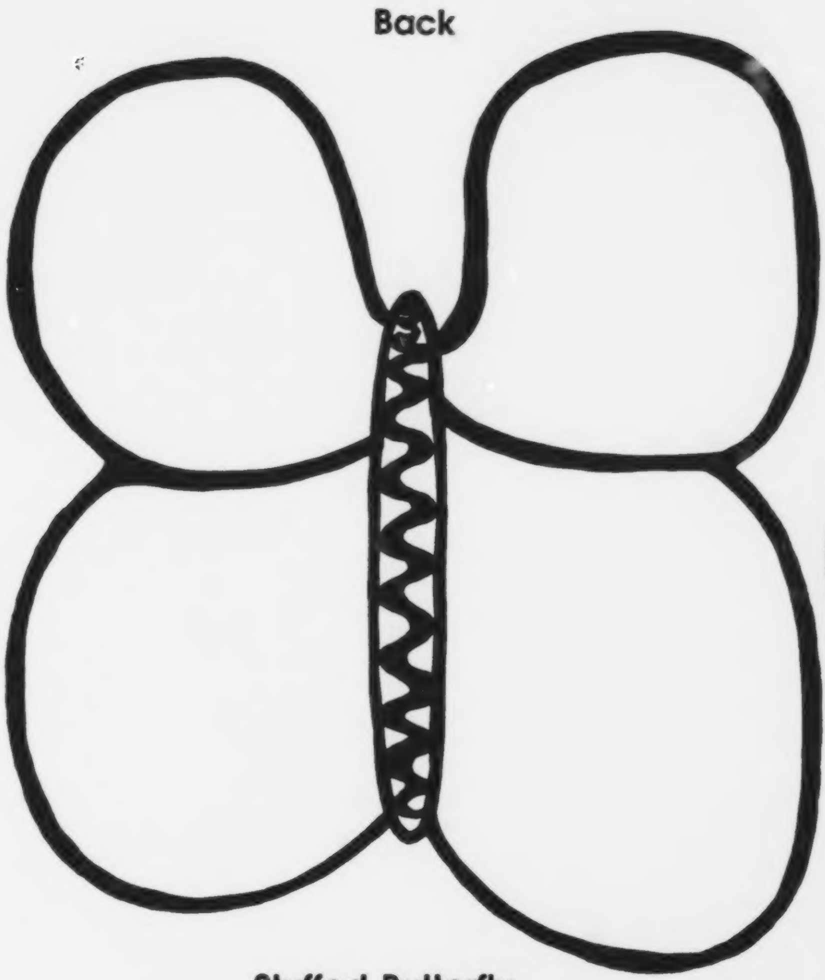
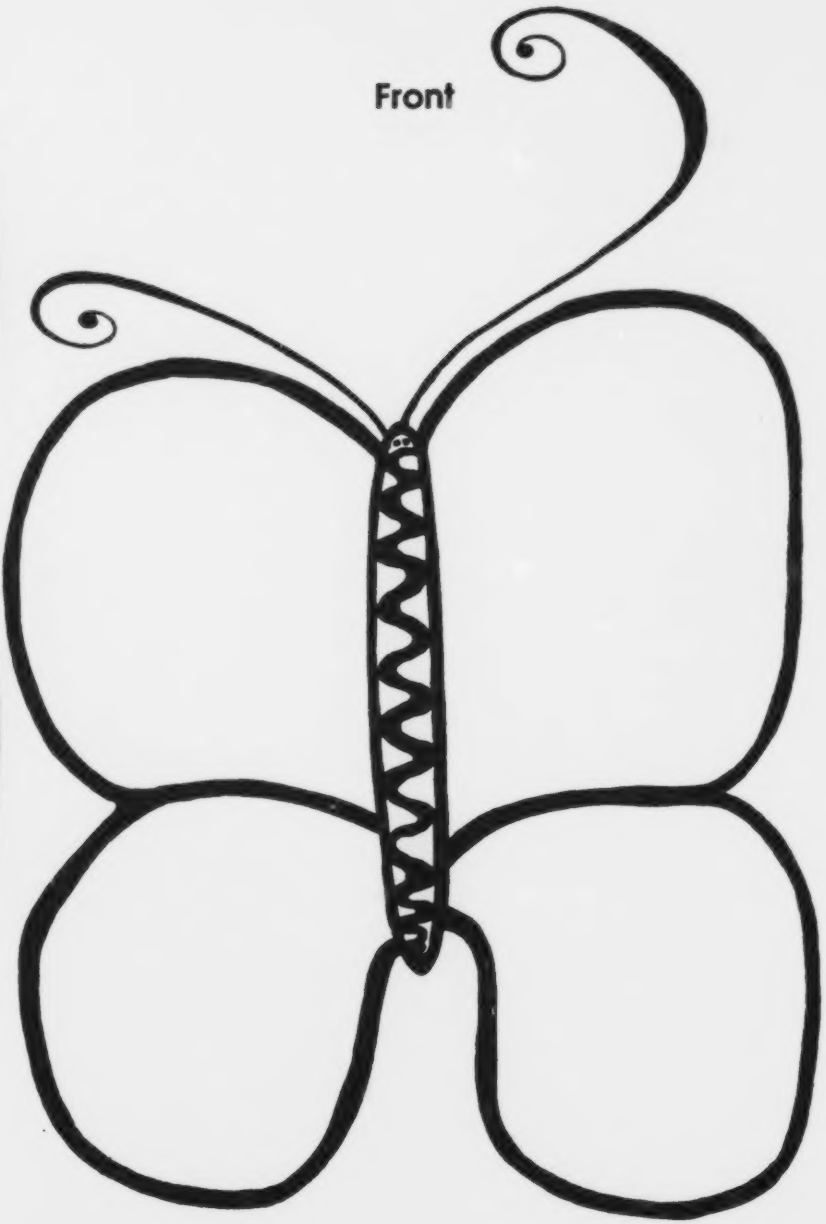




Stuffed Butterfly

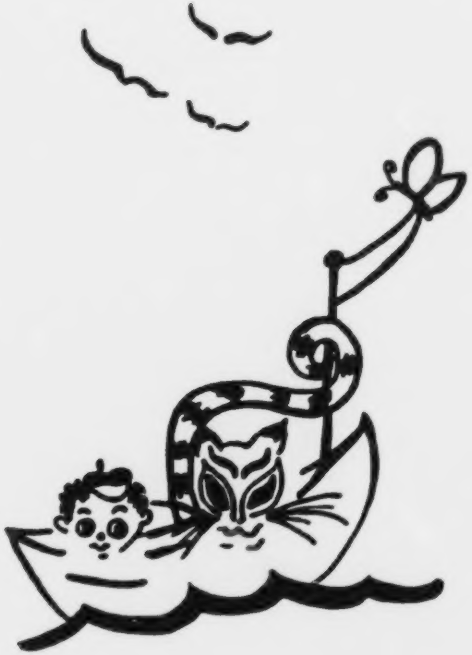
1 Color the butterfly
2 Cut out parts.
3 Staple edges. Leave one end open.
4 Stuff with paper bits or Kleenex.
5 Staple open edge.
6 Staple string to the center of Butterfly's body.
7 Hang.

Puppets
(Color, fold, cut halo)

fold

cut

261



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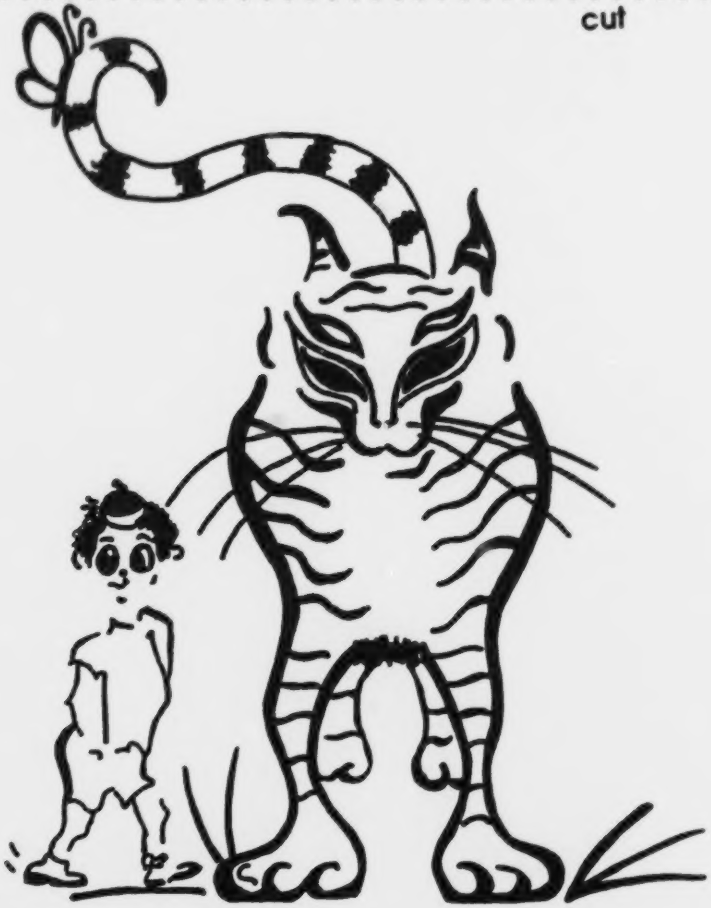

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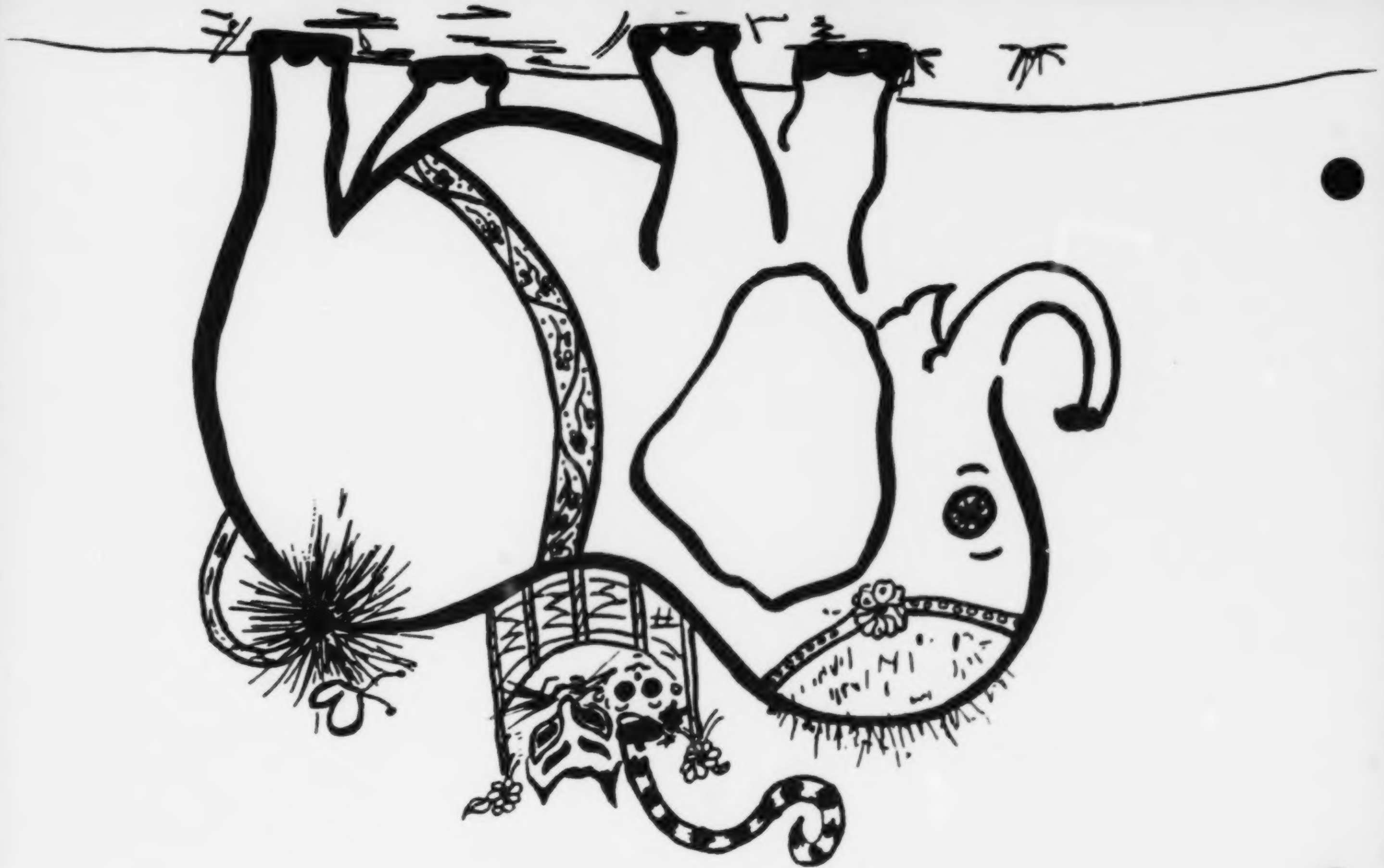
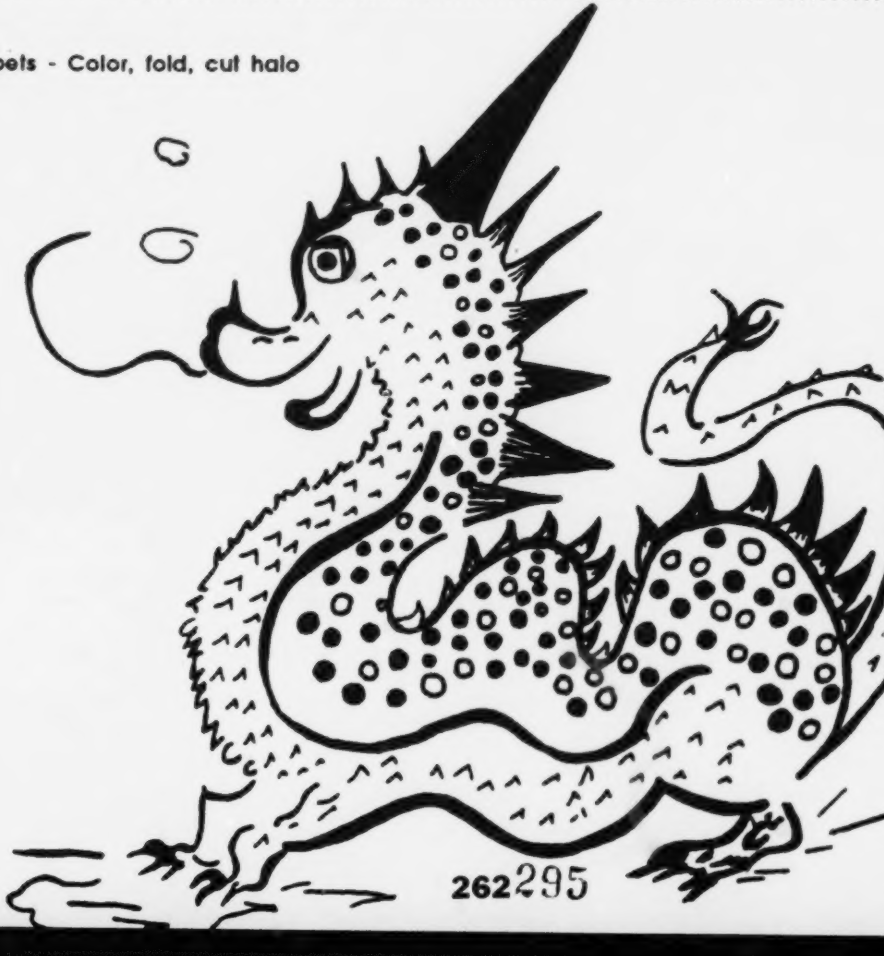


Puppets - Color, fold, cut halo



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cut

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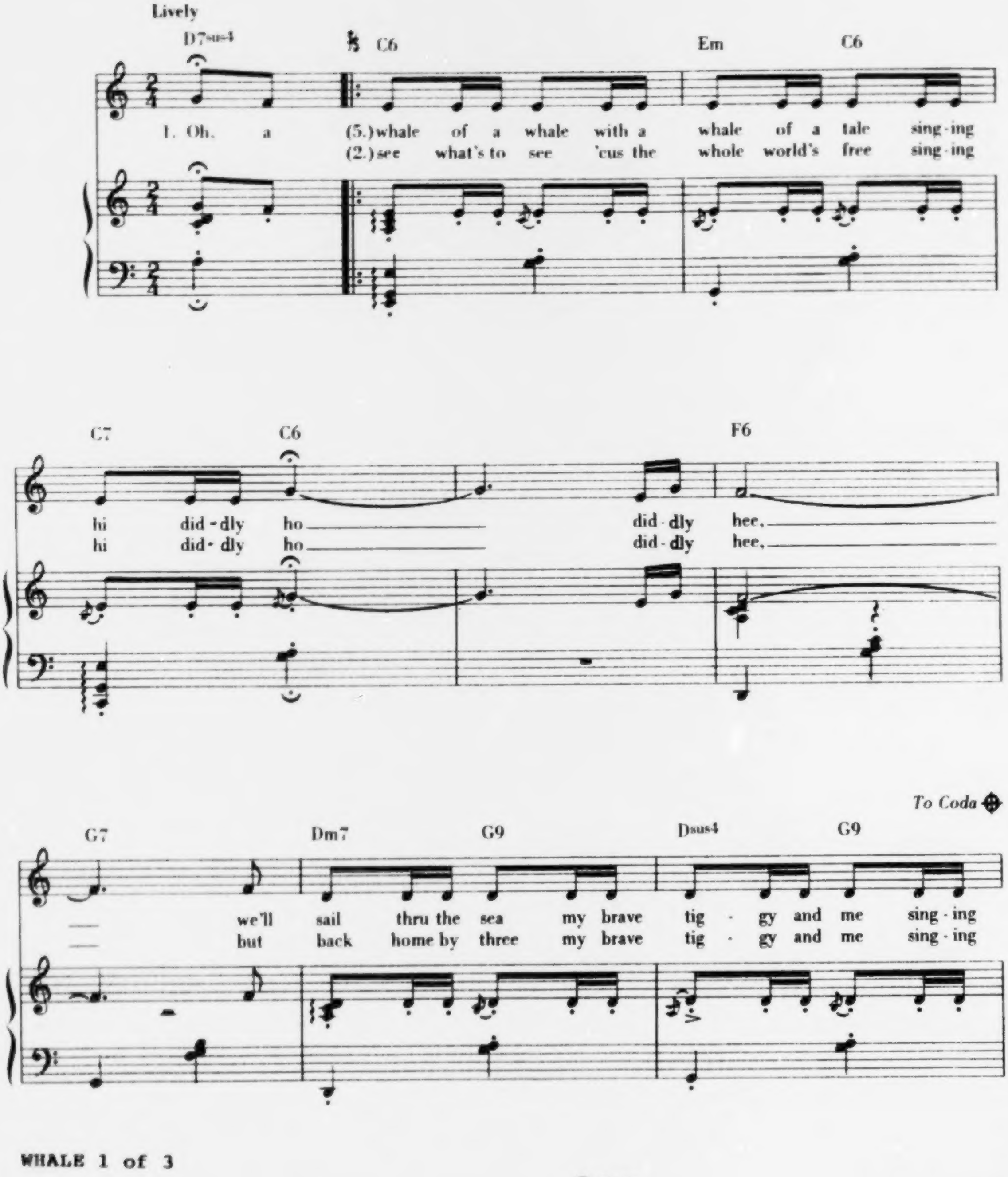
WHALE OF A WHALE

Words and Music by
J. BARRIE


Lively
D7sus4
C6
Em
C6
1. Oh, a (5.) whale of a whale with a whale of a tale sing - ing
(2.) see what's to see 'cus the whole world's free sing - ing
C7
C6
F6
hi did - dly ho did - dly hee,
hi did - dly ho did - dly hee,
To Coda
G7
Dm7
G9
Dsus4
G9
we'll sail thru the sea my brave tig - gy and me sing - ing
but back home by three my brave tig - gy and me sing - ing

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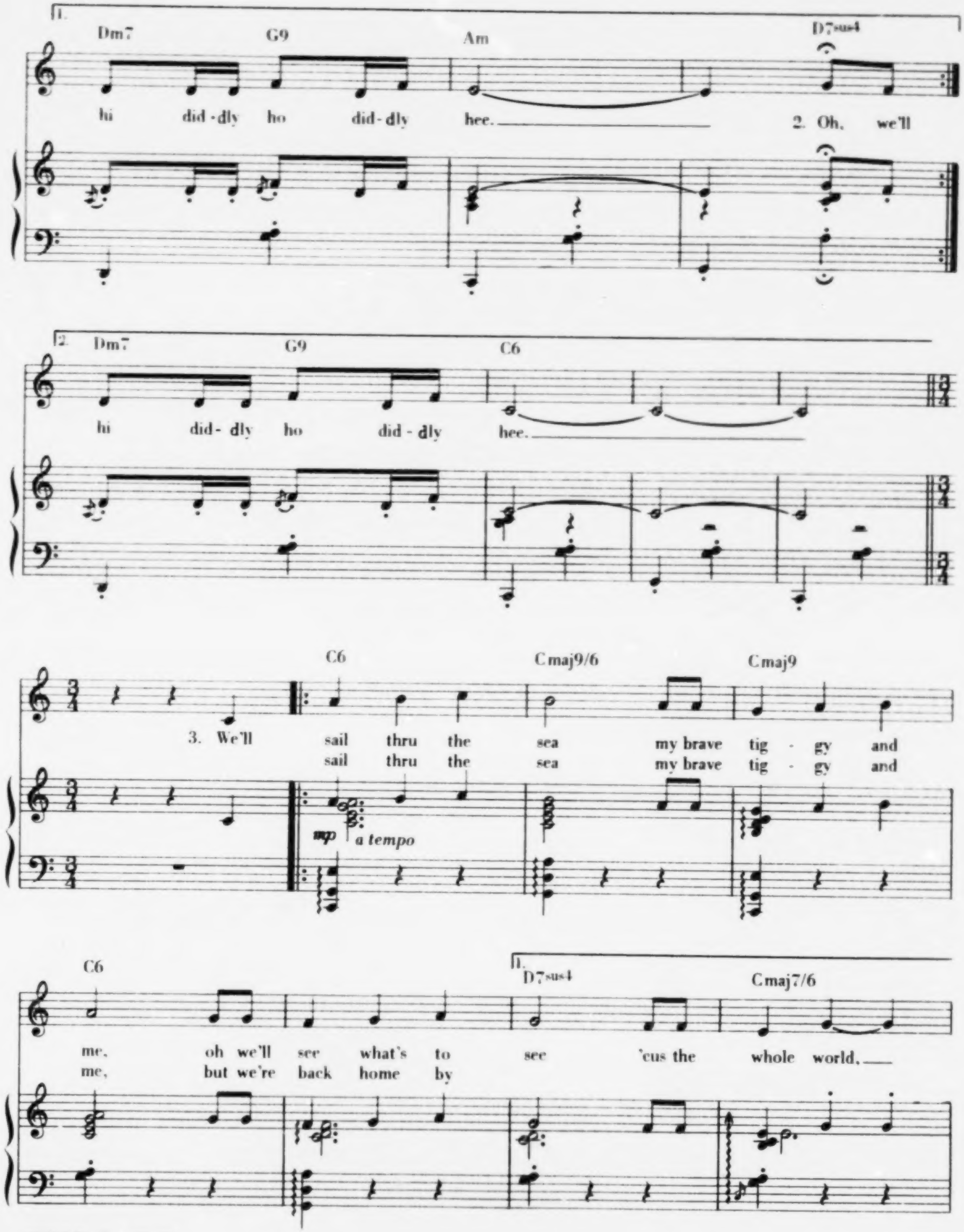
1.
Dm7
G9
Am
D7sus4
hi did-dly ho did-dly hee.
2. Oh, we'll
2.
Dm7
G9
C6
hi did-dly ho did-dly hee.
C6
Cmaj9/6
Cmaj9
3. We'll sail thru the sea my brave tig-gy and
sail thru the sea my brave tig-gy and
mp
a tempo
C6
1.
D7sus4
Cmaj7/6
me, oh we'll see what's to see 'cus the whole world.
me, but we're back home by

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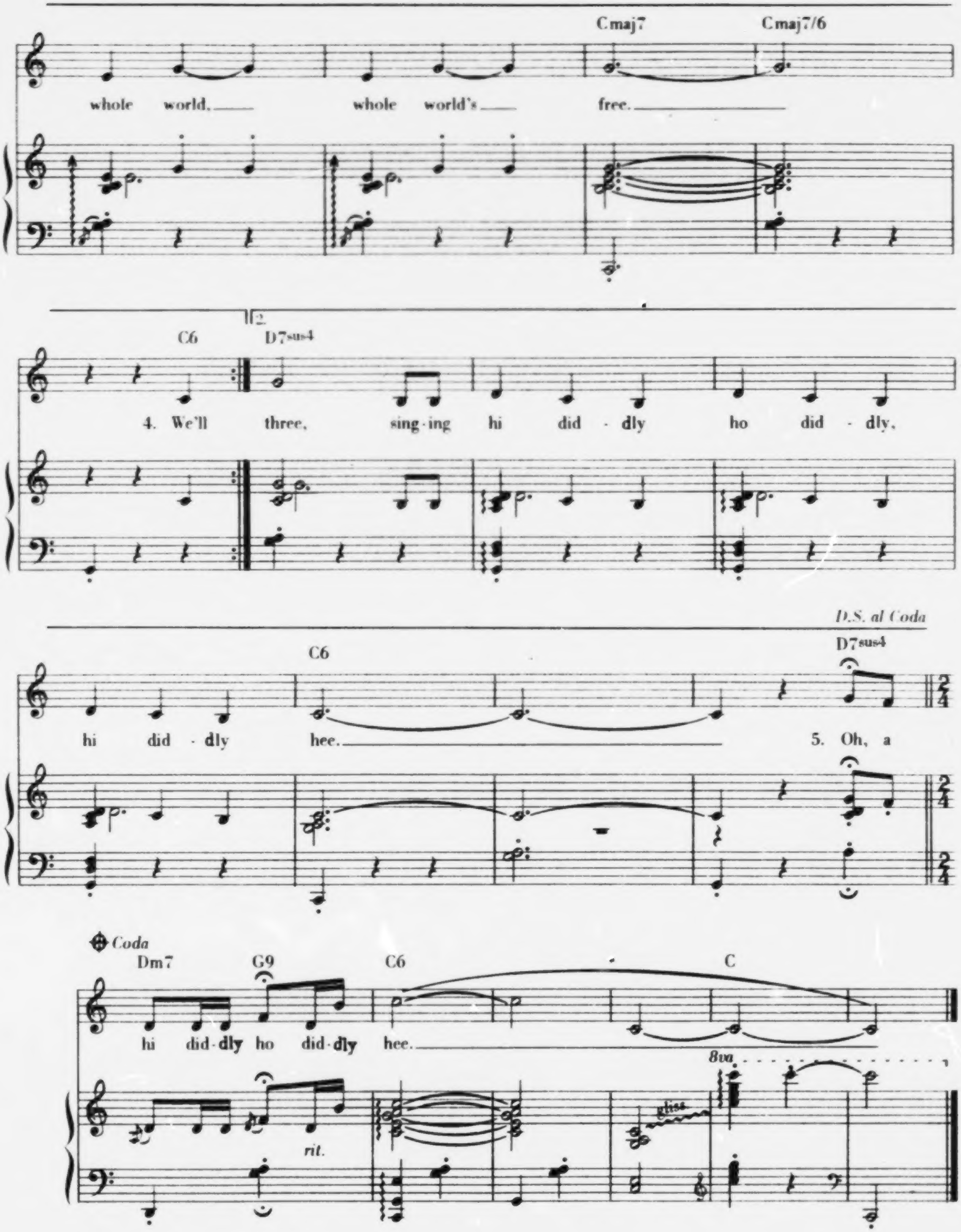
Cmaj7
Cmaj7/6
whole world, whole world's free.
C6
2.
D7sus4
4. We'll three, sing-ing hi did-dly ho did-dly,
D.S. al Coda
C6
D7sus4
hi did-dly hee. 5. Oh, a
2/4
⊕ Coda
Dm7
G9
C6
C
hi did-dly ho did-dly hee.
8va
gliss
rit.

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Whale of a Whale Song

1

Oh a whale of a whale,
With a whale of a tale,
Singing, hi diddly ho,
diddly hee!
We'll sail thru the sea
My brave Tiggy and me,
Singing, hi diddly ho,
diddly hee!

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2

Oh we'll see what's to
see,
'Cus the whole world's
free,
Singing, hi diddly ho,
diddly hee!
But, back home by
three,
My brave Tiggy and me,
Singing, hi diddly ho,
diddly hee!

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We'll sail thru the sea,
My brave Tiggy and me,
Oh, we'll see what's to
see,
'Cus the whole world,
whole world,
Whole world's free!

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We'll sail thru the sea,
My brave Tiggy and me,
But we're back home by
three,
Singing, hi diddly, hi
diddly,
Hi diddly hee!

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	M	T	W	Th	Fr	M	T	W	Th	Fr	M	T	W	Th	Fr	M	T	W	Th	Fr

3-way Check Sheet

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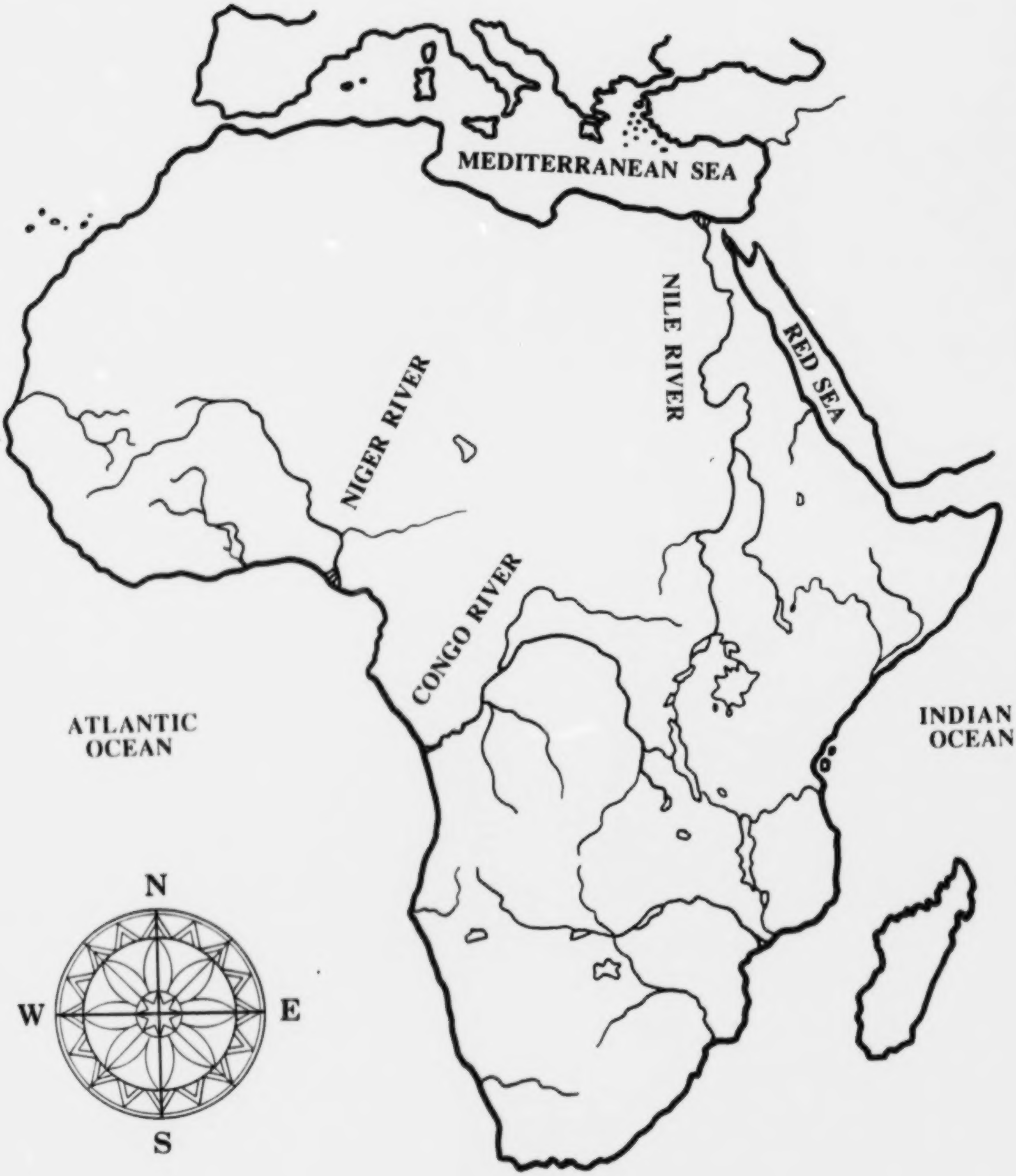
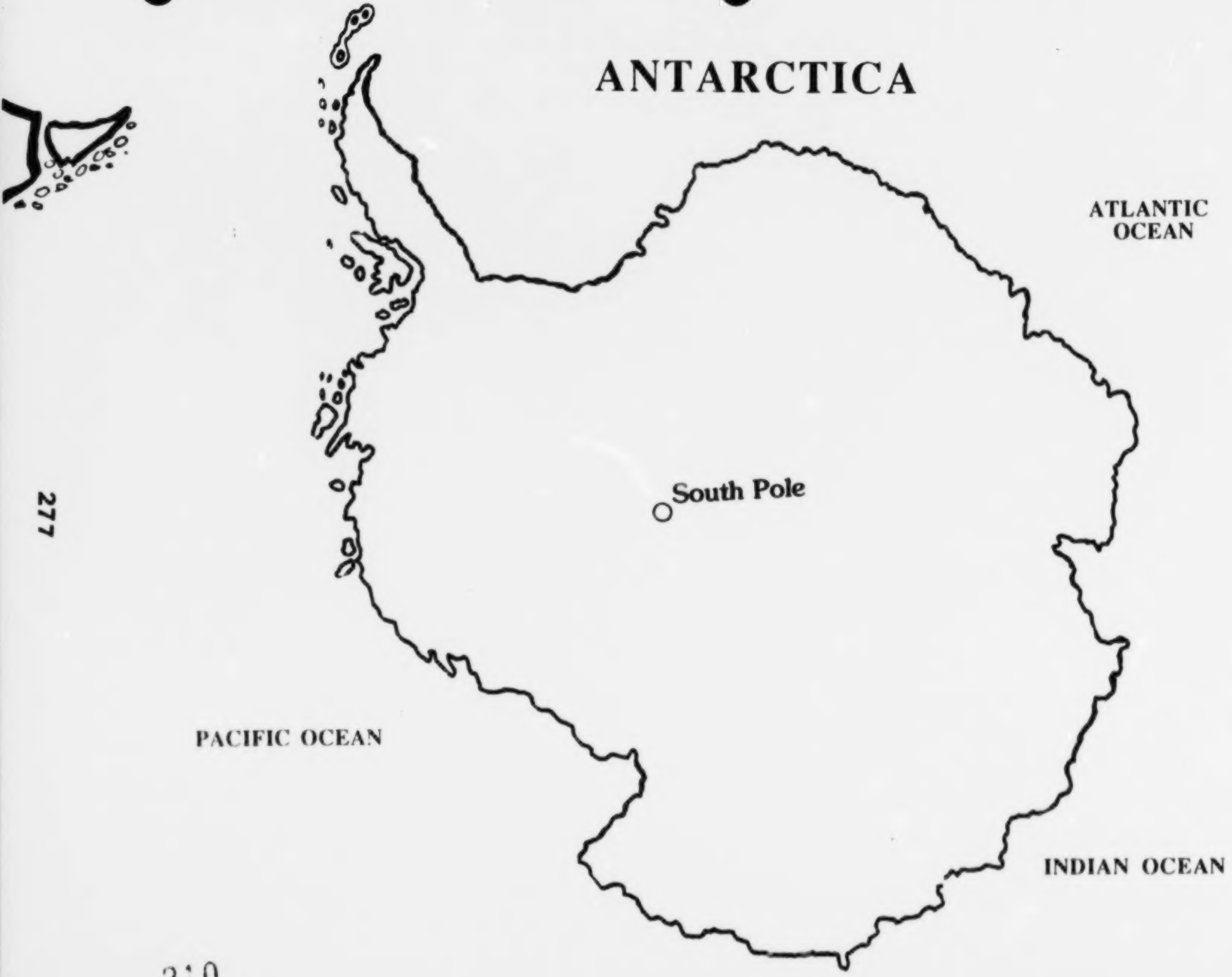
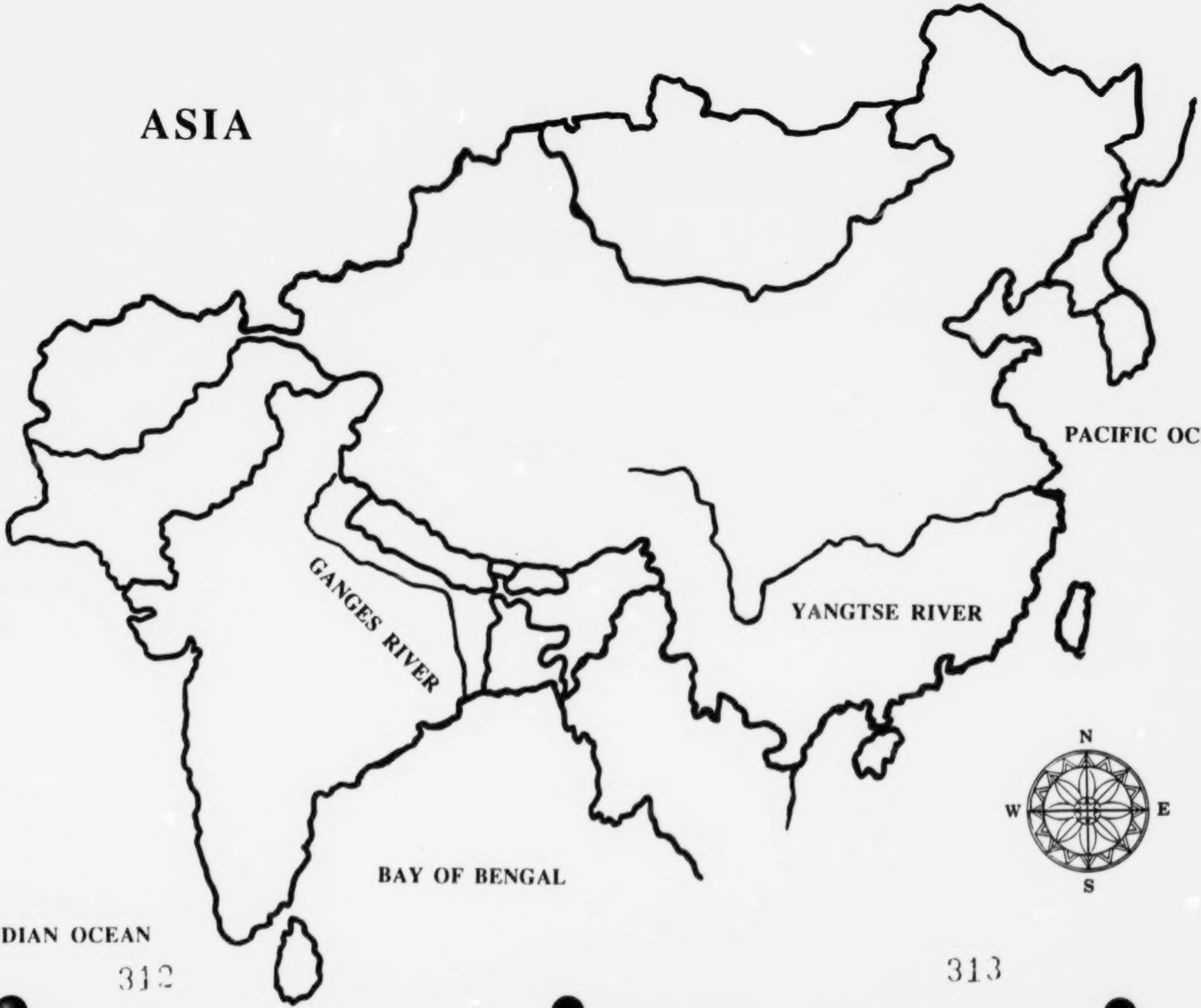
AFRICA


MEDITERRANEAN SEA
NILE RIVER
RED SEA
NIGER RIVER
CONGO RIVER
ATLANTIC OCEAN
INDIAN OCEAN
N
W
E
S


ANTARCTICA
ATLANTIC OCEAN
South Pole
PACIFIC OCEAN
INDIAN OCEAN

ASIA


PACIFIC OCEAN
GANGES RIVER
YANGTSE RIVER
BAY OF BENGAL
INDIAN OCEAN
N
W
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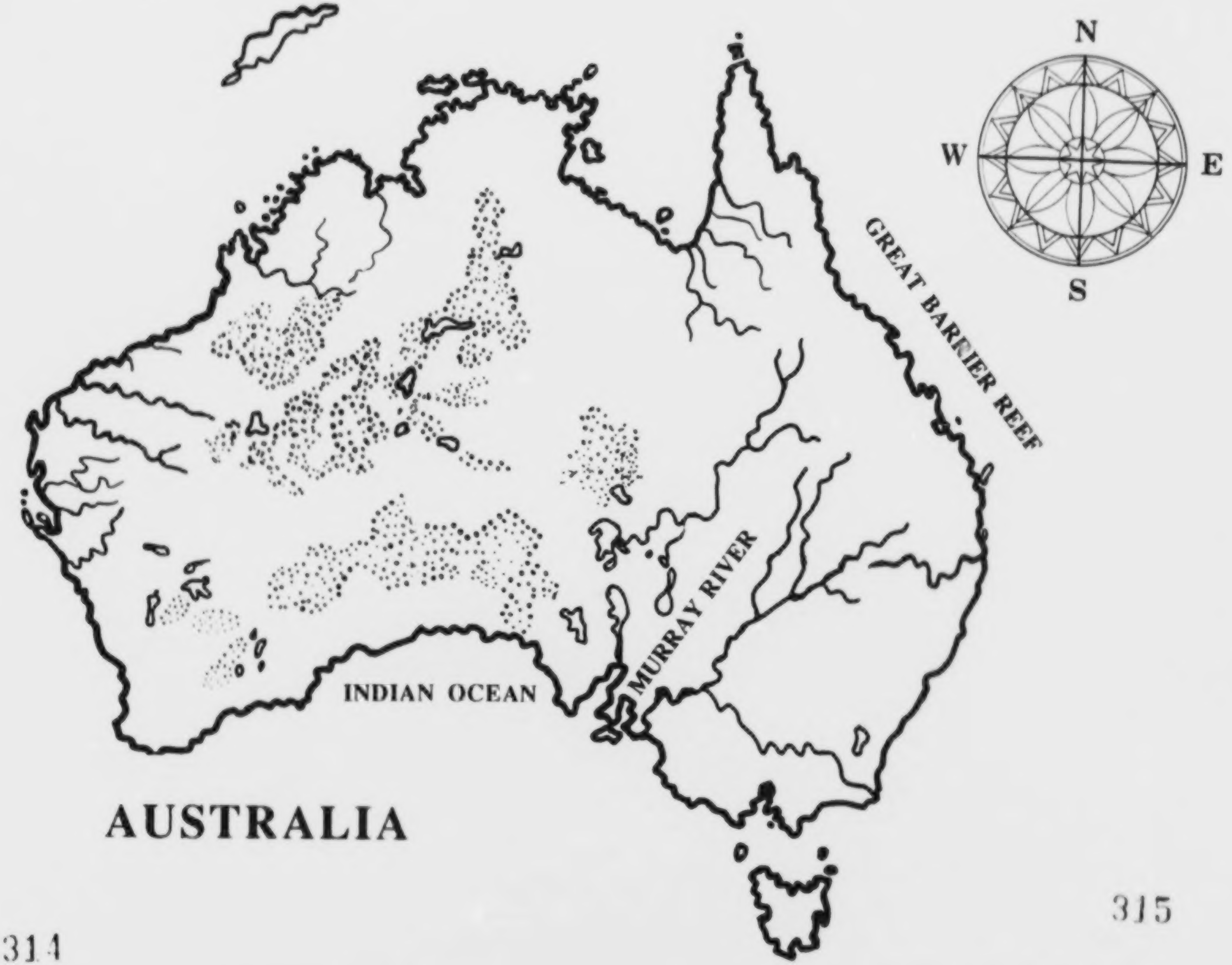
S


N
W
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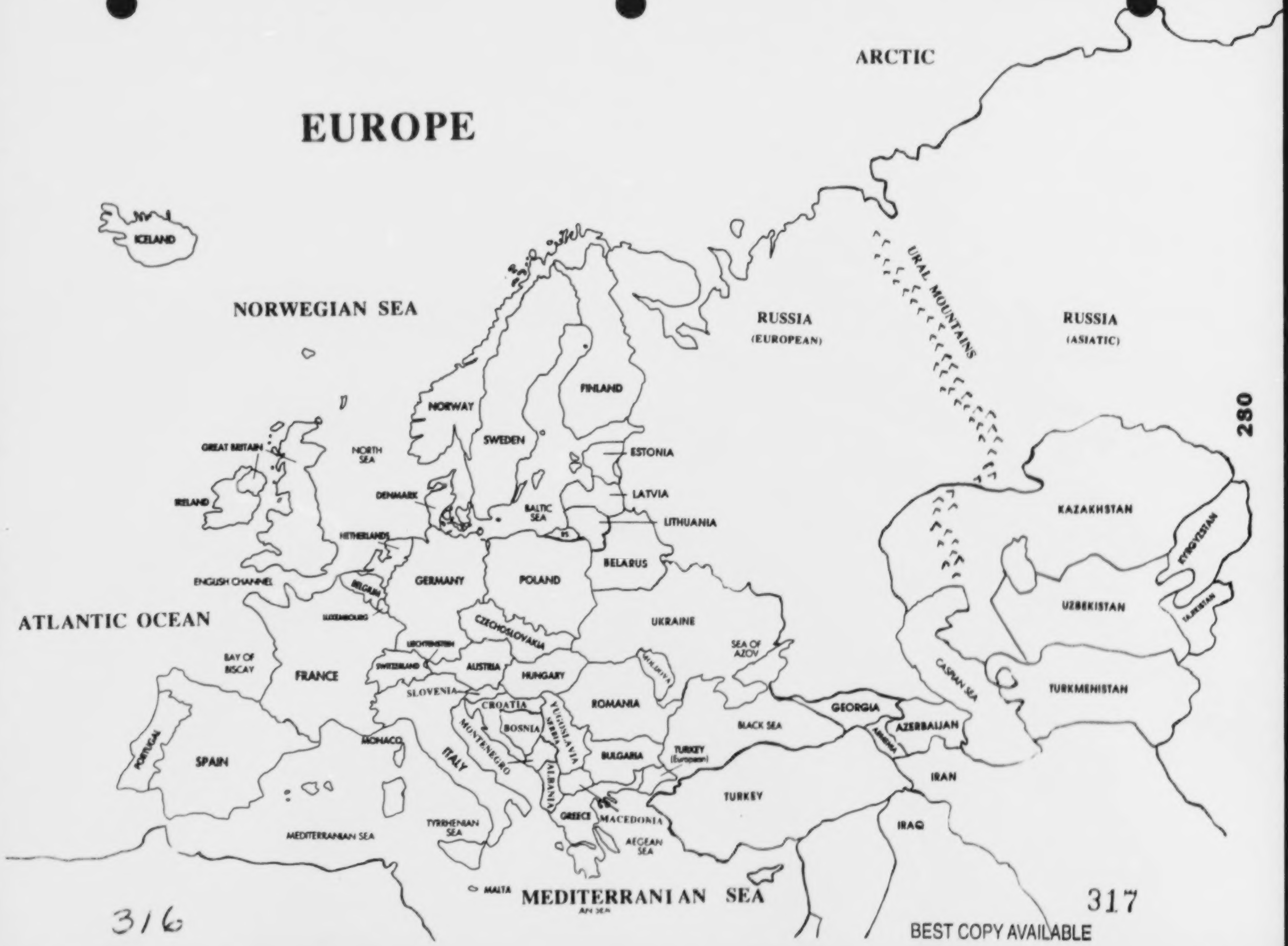
S
GREAT BARRIER REEF
MURRAY RIVER
INDIAN OCEAN

AUSTRALIA

EUROPE


ARCTIC
NORWEGIAN SEA
ICELAND
NORWAY
SWEDEN
FINLAND
RUSSIA
(EUROPEAN)
URAL MOUNTAINS
RUSSIA
(ASIATIC)
GREAT BRITAIN
NORTH SEA
IRELAND
DENMARK
ESTONIA
LATVIA
BALTIC SEA
LITHUANIA
NETHERLANDS
BELARUS
ENGLISH CHANNEL
GERMANY
POLAND
BELGIUM
KAZAKHSTAN
KYRGYZSTAN
ATLANTIC OCEAN
LUXEMBOURG
CZECHOSLOVAKIA
UKRAINE
UZBEKISTAN
TAJIKISTAN
LIECHTENSTEIN
SEA OF AZOV
BAY OF BISCAY
FRANCE
SWITZERLAND
AUSTRIA
HUNGARY
MOLDOVA
CASPIAN SEA
TURKMENISTAN
SLOVENIA
CROATIA
YUGOSLAVIA
SERBIA
ROMANIA
GEORGIA
BOSNIA
BLACK SEA
ARMENIA
AZERBAIJAN
PORTUGAL
MONTENEGRO
MONACO
SPAIN
ITALY
BULGARIA
TURKEY (European)
IRAN
ALBANIA
TURKEY
GREECE
MACEDONIA
TYRRHENIAN SEA
MEDITERRANIAN SEA
AEGEAN SEA
IRAQ
MALTA
MEDITERRANIAN SEA
AN SEA

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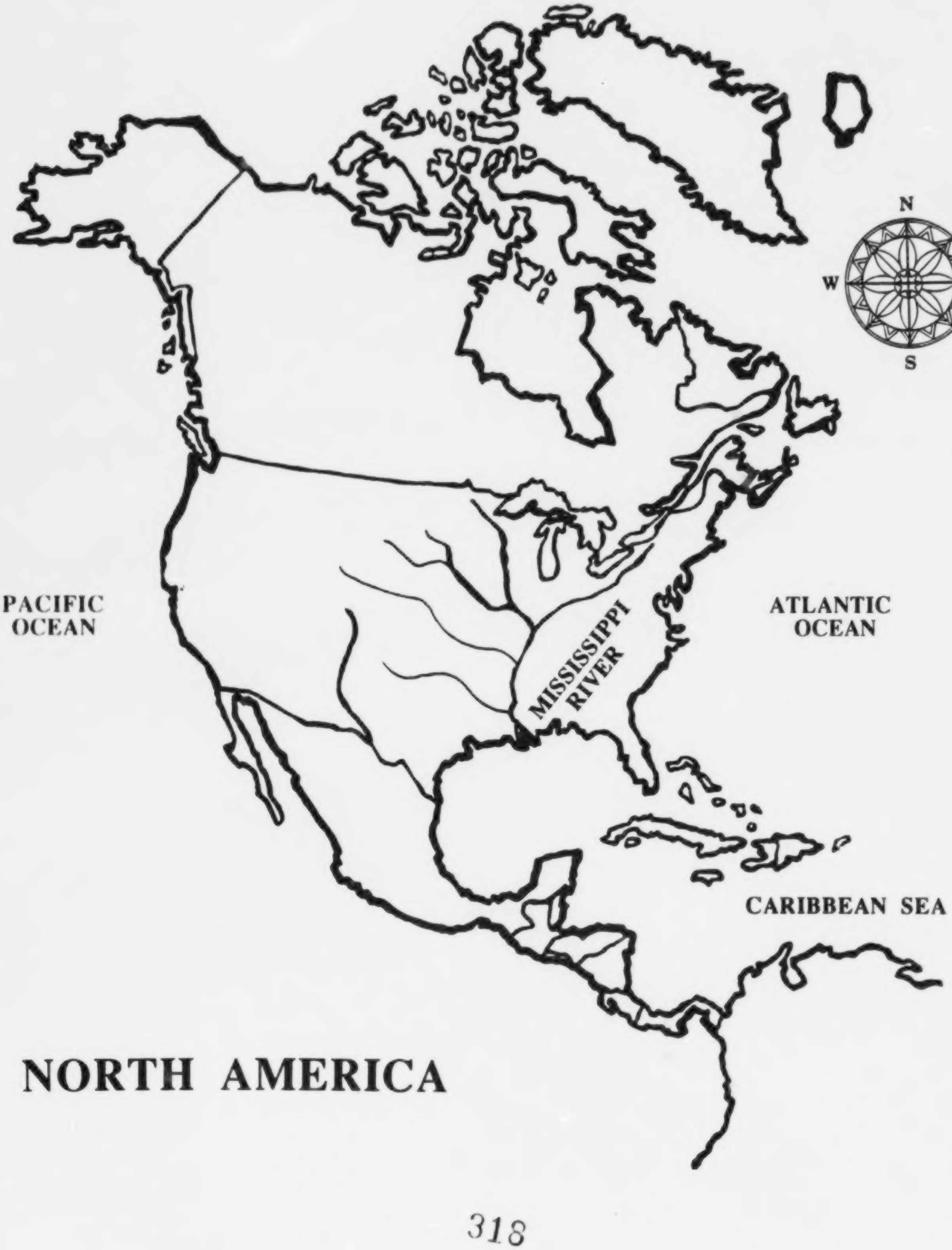
BEST COPY AVAILABLE


N
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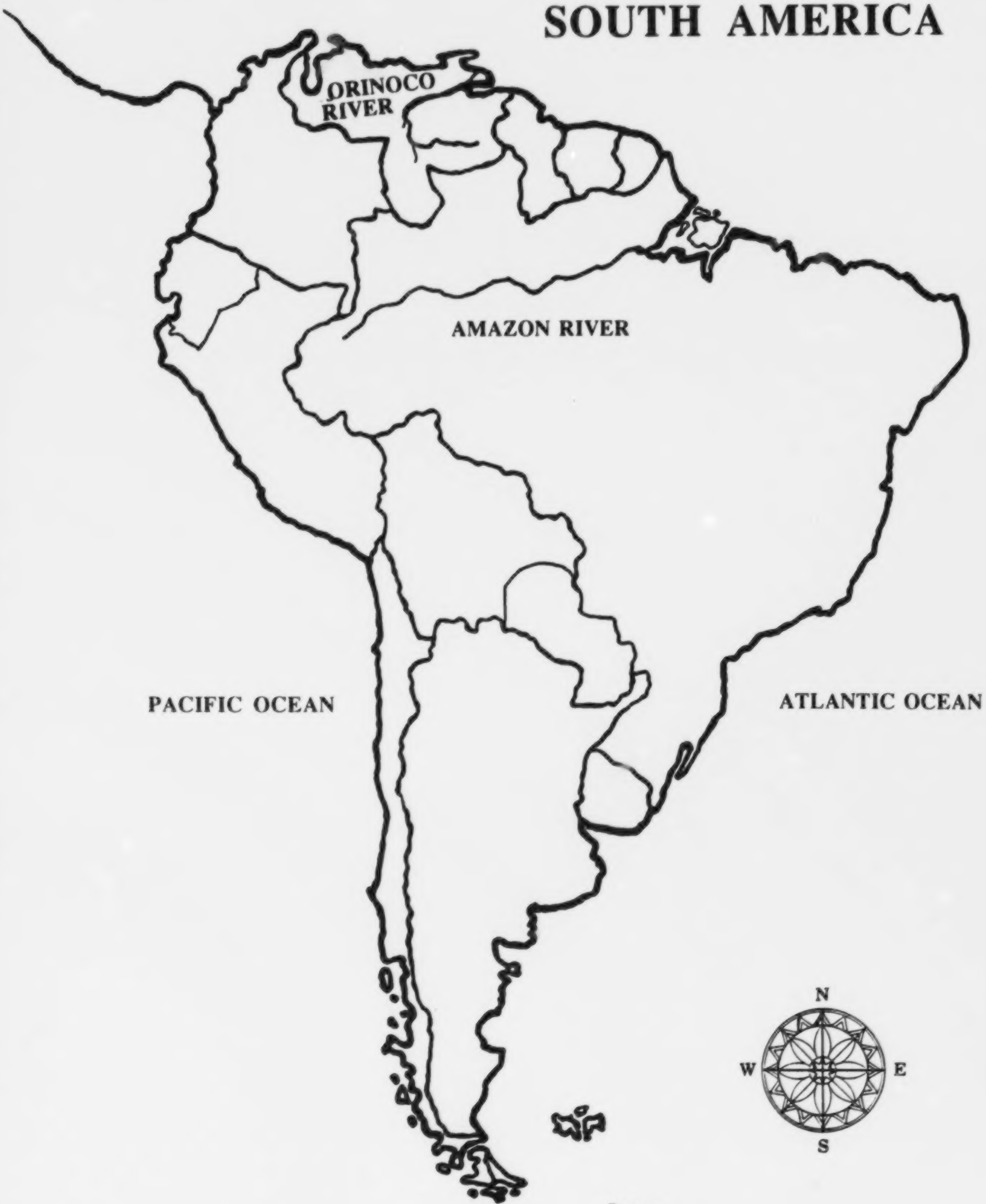
S
PACIFIC OCEAN
ATLANTIC OCEAN
MISSISSIPPI RIVER
CARIBBEAN SEA

NORTH AMERICA

SOUTH AMERICA


ORINOCO RIVER
AMAZON RIVER
PACIFIC OCEAN
ATLANTIC OCEAN
N
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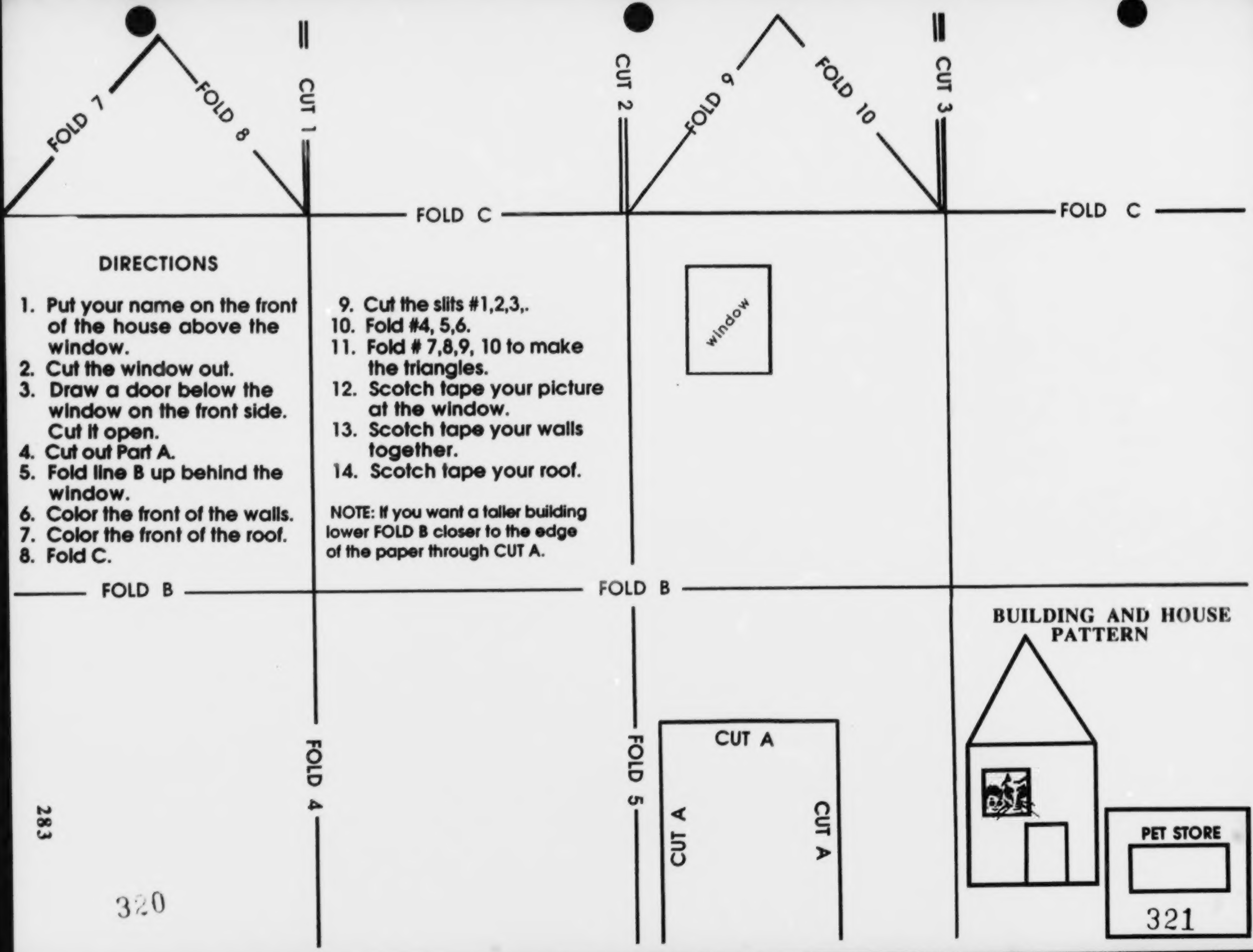
S

BUILDING AND HOUSE PATTERN


FOLD 7
FOLD 8
CUT 1
CUT 2
FOLD 9
FOLD 10
CUT 3
FOLD C
FOLD C
window
FOLD B
FOLD B
FOLD 4
FOLD 5
CUT A
CUT A
CUT A
PET STORE

DIRECTIONS

1. Put your name on the front of the house above the window.
2. Cut the window out.
3. Draw a door below the window on the front side. Cut it open.
4. Cut out Part A.
5. Fold line B up behind the window.
6. Color the front of the walls.
7. Color the front of the roof.
8. Fold C.
9. Cut the slits #1,2,3,.
10. Fold #4, 5,6.
11. Fold # 7,8,9, 10 to make the triangles.
12. Scotch tape your picture at the window.
13. Scotch tape your walls together.
14. Scotch tape your roof.

NOTE: If you want a taller building lower FOLD B closer to the edge of the paper through CUT A.

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WHALE OF A WHALE

Oh, a whale of a whale
With a whale of a tale,
Singing...
"HI DIDDLY HOI DIDDLY HEEI"

We'll sail through the sea
My brave Tiggy and me,
Singing...
"HI DIDDLY HOI DIDDLY HEEI"

Oh, we'll see what's to see
'Cus the whole world's free,
Singing...
"HI DIDDLY HOI DIDDLY HEEI"
But back home by three,
My brave Tiggy and me,
Singing...
"HI DIDDLY HOI DIDDLY HEEI"

LA BALLENA TREMENDA

Qué ballena más tremenda
Con un cuento estupendo,
Cantando ...
-¡Jai didil joi ¡didil jii-

Navegando por el océano
Mi Tiggy valiente y yo,
Cantando ...
-¡Jai didil joi ¡didil jii-

0, veremos lo que hay que ver,
El mundo es un libre placer,
Cantando...
-¡Jai didil joi ¡didil jii-

Ya en casa a las tres en punto
Mi Tiggy valiente y yo,
Cantando...
-¡Jai didil joi ¡didil jii-

COCONUT NUTS

We sighted some islands
While sailing our seas,
Mysterious old islands
Volcanoes and trees.

Now up the high palm trees
For coconut nuts,
Some coconut nuts
With milk that is free!

Go Tiggy, climb Tiggy,
Climb them for me.
Oh, go Tiggy, climb Tiggy,
Bring nuts to me!

NUECES DE COCO

Vimos unas islas
Al navegar nuestro mar,
Unas islas misteriosas
Con volcanes y árboles para trepar.

Subiendo las altas palmeras
En busca de nueces de coco,
Aquellas nueces de coco
¡Dan leche gratis! ¡De primera!

Vé Tiggy, súbete Tiggy,
Súbete y házlo por mí
0 sigue Tiggy, súbete Tiggy,
¡Traeme esas nueces aquí!

OCTOPUS PIE

Oh me-oh, oh my-oh
A fishy we spy-oh,
Octopie, octopie,
Octopus pie-oh!

Five fathoms deep
An aquarium fleet,
Sea horsey, sea horsey,
Sea horsey leap!

Oh, I want a pearl,
A pearl to keep,
'Cus I dove down,
Way down in the deep!

PASTEL DE PULPO

¡Ay! ¡Dios mío!
¡Un pececito espío!
Pulposito, pulposito,
¡Pastelito de pulpito!

Una armada en un acuario
Cinco brazas abajo,
Caballito marino
¡Salta sin mucho trabajo amigo!

¡Ay! quiero una perla,
Una perla para guardar,
Porque bajé muy hondo
En lo profundo del mar.

CHOPSTICKS FOR THREE

In the Orient we see
A pink peach blossom tree,

A fish that will fly
Clear up to the sky.

Pagodas and Sampans
With chopsticks and fans,

The Yangtze, a river,
Hot chow mein delivered.

Now, if you don't mind
Play chopsticks for three,

Then sing Cantonese
So my dragon will sneeze.

PALILLOS CHINO PARA TRES

En el Oriente vemos
Un pérsico color de rosa,

Y un pez que va a volar
Arriba del tranquilo mar.

Las pagodas y los sampanitos
Con palillos chino y abanicas,

El Yangtze, el río,
El chow mein caliente que pido.

Ahora si no es una molestia
Toca los patitos para tres,

Luego canta en cantonés
Para que mi dragón
Estornude de una vez.

ELEPHANTS, INDIANS,
TIGERS AND BELLS

Elephants, Indians,
Tigers and bells,
Incense and ivory
Everything sells,
In the Market
Of Kashmir
In old Pakistani,
Aladdin's lamp
An ancient stamp,
I bought me a crystal,
A crystal ball,
Now I'm off to see
The Taj Mahal!

ELEFANTES, INDIOS,
TIGRES Y CAMPANAS

Los elefantes, los indios,
Las campanas y los tigres,
El incienso y el marfil,
Todo se vende al aire libre.
En este mercado de Kashmir
En el viejo Pakistani
La lámpara de Aládino y
Las antiguas estampillas.
Me compré un cristal,
Una bola de cristal,
Ahora ya me voy para ver
¡El Taj Majal!

A PENGUIN I SPY

A penguin I spy
Although he's not I,

He's dressed in his best
A tuxedo and vest

We're sailing the blue
On an iceberg that's true,

We're sailing the blue
So penguins adieu!

Adieu! Adieu!
Adieu! Adieu!

A
d
i
e
u ....!

UN PINGÜINO ESPIO

Un pingüino yo espío
Aungue yo no soy uno,

Está vestido muy fino,
Con chaleco y con esmoquin.

Navegamos el mar azúl
En un témpano de hielo,

Navegamos el mar azul
Pues ¡pingüinos adieu!

¡Adieu! ¡Adieu!
¡Adieu! ¡Adieu!

A
d
i
e
u..............!

MAN IN THE MOON'S TUNE

Giddy-up, giddy-up,
Good-bye, good-bye,
I have a magic blanket
So I'll ride in the sky.

The man in the moon
Has a brand new tune,
He'll sing it tonight
When the stars shine bright,

I'll sing it tomorrow
While taking a shower,
Yes, I'll sing it tomorrow,
You want it to borrow?

CANCION DEL HOMBRE EN LA LUNA

Ándale, date prisa,
¡Adiós! ¡Adiós!
Tengo una alfombra mágica
Para volar hacia el sol.

El hombre en la luna
Tiene una nueva melodía,
Esta noche la va a cantar
Cuando las estrellas
Empiezen a brillar,

La cantaré mañana
Mientras me esté bañando,
Sí, la cantaré mañana.
¿Después la estaré prestando?

GREEN BALLOONS, FLYING BABOONS

Red, yellow, green balloons,
Silly monkeys, flying baboons,

See them all if you try,
Laughing, dancing in the sky.

All the clouds take any shape,
Any shape you want to make,

And YOU and I and Tiggy, too,
Can do the things we want to do.

'Cus all you gotta do is dream
Then you can do just ANYTHING!

Yes, Tiggy takes us anywhere,
Anywhere your dreams will dare.

GLOBOS VERDES, MONOS VOLANDO

Globos rojos, amarillos y verdes,
Monos tontos, monos en vuelo,

Míralos a todos si quieres,
Riéndose, bailando en el cielo.

Todas las nubes toman cualquier
forma,
Cualquier forma que quisieras ver.

Y tú y yo y Tiggy, también,
Haremos las cosas que queremos
hacer.

Porque sólo hay que soñar
Y ¡cualquier cosa podrás realizer!

Sí, Tiggy nos lleva por dondequiera,
Donde tus sueños podrán
aventurar.

A SPHINX WITH A WINKS

Now a sphinx with a winks
Makes me thinks of you,
But toodle-oo, toodle-oo,
I do have things to do,

'Cus there's oodles to see
And oodles to be,
But Mother said we gotta be
Back home by three!

UNA ESFINGE QUE PARPADEA

Una esfinge que parpadea
Me hace pensar en tí,
Pero chao-chao, adiós,
Tengo cosas que hacer.

Tengo mucho que ver
Y mucho, mucho que ser.
Pero dijo Mamá
Que tenemos que llegar
a casa,
¡A las tres! ¡Sin olvidar!

YODEL-LY WHO!

Now what's a goat
Supposed to do
Up in the Alps sky high?

I know he'll do
What I would do,
Be KING of the mountain too!

KING of the mountain,
KING of the mountain,
KING of the mountain, too!

KING of the mountain,
KING of the mountain,
With a YODELLY WHO,
WHO WHOOOOOOOOOOOOOO!

¡YODEL-LI-JU!

¡Qué se supone que haga
Un macho cabrío
Allá en los Alpes
Tan altos?

Yo sé que él hará
Lo que haría yo,
Ser ¡REY de la montaña!

Ser REY de la montaña,
REY de la montaña,
REY de la montaña, ¡También!

Ser REY de la montaña,
REY de la montaña,
Cantando ¡YODEL-LI-JU!
¡JU JUUUUUUUUUUUUU!

MONKEYS BY TWO

See monkeys, hear monkeys
Speak monkeys
Do!

Tree swinging, tail swinging
Night swinging
Too!

Find 'nanas, pick 'nanas,
Eat 'nanas,
Do!

See monkeys, take monkeys
Back home by
Twos!

MONITOS PARA TI

Mira los monos,
Escucha a los monos,
¡Hablen monitos!
¡Sí!

Columpiando, colas agarrando,
Balanceando
¡Sí!

Monitos, ¡busquen plátanos!
Monitos, ¡cojan plátanos!
Monitos, ¡coman plátanos!
¡Sí!

Mira los monos
Llévate a los monos
A tu casita
¡Eso sí!

KELLY GREEN HAIR

Now a little wee elf
He's dressed in green,
Yes! Yes! that's the way
He's always seen.

It's a secret it's said
On honey they're fed,
It's a secret it's said
That they never wear red.

But if over you turn
A clover you'll learn,
You'll find one there
With Kelly Green Hair.

CON CABELLO VERDE IRLANDES

Está vestido en verde,
¡Sí! ¡Sí! Así está
Siempre vestido.

Es un secreto se dice
Que a él la miel le gusta,
Es un secreto se dice
Que en rojo nunca
Está vestido.

Si agarras un trébol
Podrías encontrar un duende
Con cabello verde irlandés,
Y en verde
Siempre está vestido.

SPAGHETTI, MACARONI

Spaghetti, macaroni,
Minestrone sans baloney,
In Venice it's true
All your dreams come to you.

Spaghetti, macaroni,
Minestrone sans baloney,
All your dreams come true,
Any dream just for you.

Spaghetti, macaroni,
Minestrone sans baloney,
Yes, your dreams come true,
They just sing them to you!

Spaghetti, macaroni,
TONY'S hot minestrone,
Oh that, says Tiggy,
Is just plain BALONEY!

ESPAGETTI, MACARRONES

Espagetti, macarrones,
Minestrón sans balone,
En Venecia es así
Todos tus sueños vienen a tí.

Espagetti, macarrones,
Minestrón sans balone,
Todos tus sueños
Se realizan,
Cualquier sueño solo para tí.

Espagetti, macarrones,
Minestrón sans balone,
Sí, tus sueños se realizan,
¡Los cantan solo para tí!

Espagetti, macarrones,
El minestrón caliente De ANTONE,
Y eso, dice Tiggy,
Es nada más que ¡BALONE!

MUSIC IS COMING FROM RUSSIA WITH LOVE

Music is coming
From Russia with love,
Great lovely waltzes,
Ballerinas as doves,

Nutcracker soldiers
And Snow Queens above,
Oh, music is coming
From Russia with love.

LA MUSICA VIENE DE RUSIA CON AMOR

La música viene
De Rusia con amor,
Los valses tan finos,
Los bailarines divinos,

Los soldados de cascanueces
Y todas las Reinas de Nieve,
0, esta música que viene
¡De Rusia con amor!

A VISIT TO CHINA

A visit to China
And pandas named Ming Ling,
A visit to China
They speak like
They sing-sing,
And Ming Lings
Will bring things
But mostly bamboo,
Bamboo is to pandas
What candy's to you!

UNA VISITA A CHINA

Una visita a China,
"Ming Ling" a los pandas
Les llaman,
Una visita a China,
Hablan como si
"Cantaran, cantaran",
Y las Ming Lings
Te llevan cosas,
El bambú es lo principal,
Porque para un panda
¡Este es el dulce más especial!

SI, SI, LITTLE NIÑOS

Sí, sí little niños
Your eyes are so round,
Like the flowers so pretty
That grow in your ground.

Sí, sí little niños
Your love is so strong,
Like the backs of your fathers
Who work all year long.

Sí, sí little niños
You're as wise as your kin,
For you sing in the sunshine
And dance in the wind.

SI, SI NIÑITOS

Sí, sí niñitos
Con ojos redonditos,
Creciendo en la tierra
Como lirios que brotan bonitos.

Sí, sí niñitos
Con un tremendo amor,
Fuerte como la espalda
De tu padre muy trabajador.

Sí, sí niñitos
Tan sabios como los demás,
Porque cantan en el sol
Y con el viento bailan más.

PEACE PIPES AND PEARLS

Indian, Indian,
Indian beads!
I'll give you my buffalo
For ten of your beads.

They're turquoise, turquoise,
Turquoise beads!
I'll give you my buffalo
For five of your beads.

Wigwams and wampum
Peace pipes and pearls,
Prayer chants and feathers
Smoke signal curls,

BUT ...

Turquoise, turquoise,
Turquoise beads,
I'll give you my buffalo
For just ONE of your beads!

PERLAS Y PIPAS DE PAZ

Indio, indio,
¡Abalorios indios!
Yo te doy mi búfalo
Por diez de tus abalorios.

Son turquesas, turquesas ,
¡Abalorios turquesas!
Yo te doy mi búfalo
Por cinco de tus abalorios.

Wigwams y wampum,
Perlas y pipas de paz,
Graves señales de humo,
Plumas y alabanzas.

PERO...

Turquesas, turquesas,
Abalorios turquesas,
Yo te doy mi búfalo
¡Por sólo uno
De tus abalorios!

A BEAR WITH NO HAIR

Now a bear with no hair
Is no bear at all,
But the bear that I saw
His hair he had all.

Oh this bear whistled ballads
Of Pioneer Jack,
Jack crossed the mountains
But never came back!

Oh, Pioneer Jack,
Old Pioneer Jack,
Sure enough it's a fact
You had better come back!

UN OSO SIN PELO

Un oso sin pelo
Ni siquiera es un oso,
Pero el oso que ví
Era muy peludo.

Oh, este oso silbaba
La balada que contaba
De Jack el Pionero,
El que a las montañas
  atravesaba,
Y un día ¡no volvió!

¿Adónde habrás ido?
Tienes que volver,
Oh ¡Jack el Pionero!

FOUR FLEAS THAT FLEW

I made a clown laugh,
Ho! Ho! Hee! Hee!
We made that clown laugh
My Tiggy and me.

We told him the story
Of four fleas that flew
And while they were flying
They kept crying, "Boo-hoo!"

Their master they'd loved,
He was shaggy and brown,
But one day that dear dog
He was sent downtown.

So they'd lost their home,
Were left all alone.
Then four fleas that flew
Sobbed louder, "BOO-HOO!!

There is nothing, you know,
We poor fleas could do,
'Cus dog got a bath
And a hot bubble SHAMPOO!!"

CUATRO PULGAS QUE VOLABAN

Hice reír a un payaso.
¡Ja ja! ¡Jo jo!
Hicimos reír a un payaso,
Mi Tiggy y yo.

Le contamos un cuento
De cuatro pulgas que volaban
Y mientras volaban, lloraban
-¡O! ¡Bu ju! -

A su dueño lo amaban
Tan peludo y marrón.
Pero un día a aquel perro
A la ciudad lo mandaron.

Así perdieron su casita
Y las cuatro pulgas que volaban
Se quedaron solitas.
-¡Bu ju ju! -
Más fuerte lloraban,

-No había nada que hacer,
Somos pulgas, sabes tú,
Porque a nuestro perro
Lo bañaron con mucho ¡CHAMPÚ!

BUTTERFLY SPREE

Now we've sailed
Through the sea
On a butterfly spree,
Seen what's to see,
Got our world for free,
Yet we made it back home
Exactly at three,
So I'll sing as I swing
Singing, "HI DIDDLY HEE!
OH, A HI DIDDLY HO,
AND A HI DIDDLY HEE,
YES, A HI DIDDLY HEE
FOR BRAVE TIGGY AND ME!"

UNA PARRANDA CON LA MARIPOSA

Hemos navegado por el mar
En una parranda
Con la mariposa,
Vimos lo que hay que ver,
La tierra tan graciosa.
Además llegamos a casa
Cantando -¡JAI DIDLI JI!
O, UN JAI DIDLI JÍ
Y UN JAI DIDLI JÓ,
SÍ, UN JAI DIDLI JÓ
¡PARA TIGGY EL VALIENTE Y YO!
Además a las tres en punto
Llegamos a casa
¡MI TIGGY Y YO!

WHALE OF A WHALE	なんと　すてきな　くじらさん
Oh, a whale of a whale	ほら、なんと　すてきな　くじらさん
With a whale of a tale,	めずらしい　おはなし　知ってる　くじらさん
Singing...	うたって　出かけよう……
"HI DIDDLY HOI DIDDLY HEE!"	“ハイ　ディドゥリー　ホー！
	ディドゥリー　ヒー！”
We'll sail through the sea	海をこえて　でかけよう
My brave Tiggy and me,	つよいみかたの　ティギーと　ぼくで
Singing...	うたって　出かけよう……
"HI DIDDLY HOI DIDDLY HEE!"	“ハイ　ディドゥリー　ホー！
	ディドゥリー　ヒー！”
Oh, we'll see what's to see	ほら、これから　なんでも　見てみよう
'Cus the whole world's free,	だって　ここは　じゆうなせかい
Singing...	うたって　出かけよう……
"HI DIDDLY HOI DIDDLY HEE!"	“ハイ　ディドゥリー　ホー！
	ディドゥリー　ヒー！”
But back home by three,	でも　三時までには　おうちにかえろう
My brave Tiggy and me,	つよいみかたの　ティギーと　ぼくは
Singing...	うたって　出かけよう……
"HI DIDDLY HOI DIDDLY HEE!"	“ハイ　ディドゥリー　ホー！
	ディドゥリー　ヒー！”

COCONUT NUTS

We sighted some islands
While sailing our seas,
Mysterious old islands
Volcanoes and trees.

Now up the high palm trees
For coconut nuts,
Some coconut nuts
With milk that is free!

Go Tiggy, climb Tiggy,
Climb them for me.
Oh, go Tiggy, climb Tiggy,
Bring nuts to me!

ココナッツ　ナッツ

すいすい　海を　はしっていたら
見えたよ　見えたよ　いっぱい　しまが
むかしからある　ふしぎなしまだよ
火山が　見える　やしの木も　見える

たかい　やしの木に　のぼってみよう
だって　ココナッツの　みがあるから
ココナッツミルクが　いくらでもあるよ

行ってよ　ティギー、のぼってきてよ
ぼくのかわりに　のぼってきてよ
ねえ、おねがい
ティギー、木にのぼって
ココナッツのみを　とってきてよ！

OCTOPUS PIE

Oh me-oh, oh my-oh
A fishy we spy-oh,
Octopie, octopie,
Octopus pie-oh!

Five fathoms deep
An aquarium fleet,
Sea horsey, sea horsey,
Sea horsey leap!

Oh, I want a pearl,
A pearl to keep,
'Cus I dove down,
Way down in the deep!

たこくん いっぱい

あれあれ おやおや
ブクブク 見つけた お魚さん
たくさんいるよ たこくんも！

ふかいふかい うみのそこ
さかなの学校 いろいろ いるね
たつのおとし子 たつのおとし子
たつのおとし子 およいでる！

ほら、しんじゅが 見える
ぼくもほしいな
きれいな しんじゅ
だって ぼく こんなにふかく
もぐったんだもの！

CHOPSTICKS FOR THREE

In the Orient we see
A pink peach blossom tree,

A fish that will fly
Clear up to the sky,

Pagodas and Sampans
With chopsticks and fans,

The Yangtze, a river,
Hot chow mein delivered.

Now, if you don't mind
Play chopsticks for three,

Then sing Cantonese
So my dragon will sneeze.

三人ぶんの　おはしの　はなし

とおい　ひがしの　おくにでは
ピンクの　ももの花が　さいている

はねのついてる　お魚が
たかーく　そらまで　とびあがる

たかい　パゴダに　サンパンのおふね
ながい　おはしに　パタパタ　せんす

ヤンツィー川まで
あつい　チャーメン　はこんでね

それから　それから　おねがいね
ゆびで　ピアノを　ひいてみて

カントニーズで　うたってみて
きっと　りゅうが　くしゃみをするね

ELEPHANTS, INDIANS, TIGERS AND BELLS

Elephants, Indians,
Tigers and bells,
Incense and Ivory
Everything sells,
In the Market
Of Kashmir
In old Pakistani,
Aladdin's lamp
An ancient stamp.
I bought me a crystal,
A crystal ball,
Now I'm off to see
The Taj Mahal!

ぞうさん　インド人　とらと　すず

ぞうさんにのってる　インド人
トラのくびには　すずがなる
お香もあるし　ぞうげもある
なんでも　かんでも　うっている
カシミールの　いちばのなか
パキスターンの　ふるい町
アラジンのランプが　ありました
それから　むかしの　きってもね
ぼくは　かったよ
きれいな　きれいな　すいしょう玉を
さあ、これから　タジ　マハールを
みにいこう！

A PENGUIN I SPY

A penguin I spy
Although he's not I,

He's dressed in his best,
A tuxedo and vest

We're sailing the blue
On an iceberg that's true,

We're sailing the blue
So penguins adieu!

Adieu! Adieu!
Adieu! Adieu!

A
d
i
e
u ....!

ペンギン　みいつけた

ペンギン君を　見つけてみよう
ぼくは　ペンギンじゃないけれど

ペンギン君は
とっておきの　はれぎを　きてる
タキシードに　ヴェストを　きてる

ブルーの海に　でかけよう
こおりの山に　のっかって

ブルーの海に　でかけよう
そして　ペンギン君　さようなら！

アデュー！　アデュー！　さようなら！
アデュー！　アデュー！　ごきげんよう！

ア
デ
ュ
ー.........................

MAN IN THE MOON'S TUNE

Giddy-up, giddy-up,
Good-bye, good-bye,
I have a magic blanket
So I'll ride in the sky.

The man in the moon
Has a brand new tune,
He'll sing it tonight
When the stars shine bright,

I'll sing it tomorrow
While taking a shower,
Yes, I'll sing it tomorrow,
You want it to borrow?

お月さんの　あたらしいうた

それいけ　しゅっぱつ
いってきまーす　いってきまーす
空とぶ　じゅうたんに　のっかって
とおくの空まで　いきましょう

月に　すんでる　あの人は
あたらしい　うたを　つくったよ
星が　きらきら　かがやけば
こんや　きっと　うたうでしょう

あしたは　ぼくが　うたいましょう
おふろに　入っているときに
あしたは　ぼくが　うたいましょう
きみも　じゅうたん　かりたいでしょ？

GREEN BALLOONS, FLYING BABOONS

Red, yellow, green balloons,
Silly monkeys, flying baboons,

See them all if you try,
Laughing, dancing in the sky.

All the clouds take any shape,
Any shape you want to make,

And YOU and I and Tiggy, too,
Can do the things we want to do,

'Cus all you gotta do is dream,
Then you can do just ANYTHING!

Yes, Tiggy takes us anywhere,
Anywhere your dreams will dare.

みどりのふうせんと　空とぶマントヒヒ

あかや　きいろ　みどりのふうせん
みんな　お空で　わらってる
みんな　お空で　おどってる

見てごらん　見えるでしょ
まぬけなおさるさんに　空とぶマントヒヒ

空のくもは　形をかえるよ
すきなかたちに　かえられるんだよ

きみも　ぼくも　それから　ティギーも
すきなかたちに　かえてみよう

ゆめさえ　あれば
なんだって　できるってことさ！

ティギーは　ぼくたちを
つれていってくれるのさ　どこへでも
ゆめさえあれば　どこへでも

A SPHINX WITH A WINKS

Now a sphinx with a winks
Makes me thinks of you,
But toodle-oo, toodle-oo,
I do have things to do,

'Cus there's oodles to see
And oodles to be,
But Mother said we gotta be
Back home by threel

スフィンクスが　ウィンクすれば

スフィンクスが　ウィンクすれば
きみのことを　おもいだす
でも　さようなら　ごきげんよう
ぼくには　ごようが　あるのです

いろんなものを　見に行かなくちゃ
いろんなとこに　行かなくちゃ
でも　ママに　いわれたの
「三時までに　おうちに
　かえっていらっしゃい！」

YODEL-LY WHO!

Now what's a goat
Supposed to do
Up in the Alps sky high?

I know he'll do
What I would do,
Be KING of the mountain too!

KING of the mountain,
KING of the mountain,
KING of the mountain too!

KING of the mountain,
KING of the mountain,
With a YODELLY WHO
WHO WHOOOOOOOOOOOOOOO!

ヨーデル

ねえ　お空にたかく　そびえてる
アルプスさんみゃくの　やぎさんは
いったい　なにをしているの？

ぼくが　しようとすることを
きっと　やぎさんも　するでしょう
お山の　王さまに　なることさ！

お山の　王さま
お山の　王さま
ぼくも　お山の　王さまさ！

お山の　王さま
お山の　王さま
ヨーデルうたう
お山の　王さま
ヨーデリ　ホー
ホーホーホオオオオオオオオオオオ！

MONKEYS BY TWO

二ひきの　おさるさん

See monkeys, hear monkeys
Speak monkeys
Do!

おさるさんのしてること
みてごらん　きいてごらん
そして　おさるさんみたいに
はなしてごらん

Tree-swinging, tail-swinging
Night-swinging
Too!

木が　ゆれている
しっぽも　ゆれている
よるも　ゆれているみたいだね！

Find 'nanas, pick 'nanas,
Eat 'nanas,
Do!

バナナを　みつけて
バナナを　とって
バナナを　たべてみてごらん！

See monkeys, take monkeys
Back home by
Twos!

みてごらん
おさるさんを　二ひきずつ　つれていこう
いっしょに　いっしょに
おうちに　つれていこう！

KELLY GREEN HAIR	みどりの　かみの　ケリーくん
Now a little wee elf	小さな　小さな　小人のエルフくん
He's dressed in green,	みどりの　ふくを　きています
Yes! Yes! that's the way	そうです　そうです
He's always seen.	それが　ふだんの　かっこうです
It's a secret it's said	これが　エルフの　ひみつだそうです
On honey they're fed,	いつも　ハニーを　たべている
It's a secret it's said	これが　エルフの　ひみつだそうです
That they never wear red.	あかい　ふくなど　きたことない
But if over you turn,	もし　きみが　クローバーのはを
A clover you'll learn,	ひっくりかえしたら
You'll find one there	そこに　みどりの　かみの毛の
With Kelly Green Hair.	小人のケリーを　見つけるでしょう

SPAGHETTI, MACARONI

Spaghetti, macaroni,
Minestrone sans baloney,
In Venice it's true
All your dreams come to you.

Spaghetti, macaroni,
Minestrone sans baloney,
All your dreams come true,
Any dream just for you.

Spaghetti, macaroni,
Minestrone sans baloney,
Yes, your dreams come true,
They just sing them to you!

Spaghetti, macaroni,
TONY'S hot minestrone,
Oh that, says Tiggy,
Is just plain BALONEY!

スパゲッティー　と　マカロー二

スパゲッティー　と　マカロー二
おにく　ぬきの　ミネストローネ
これは　ほんとさ　ベニスでは
ゆめは　みんな　かなうのさ

スパゲッティー　と　マカロー二
おにく　ぬきの　ミネストローネ
ゆめは　みんな　かないます
どんな　ゆめでも　かないます

スパゲッティー　と　マカロー二
おにく　ぬきの　ミネストローネ
ゆめは　みんな　かないます
みんな　うたってくれるのです！

スパゲッティー　と　マカロー二
トニーのおみせの　あつあつ　ミネストローネ
ティギーが　“あれっ”　といいました
なんだ　みんな　デタラメなんだって！

MUSIC IS COMING FROM RUSSIA WITH LOVE	音楽は　ロシアより　愛を　こめて
Music is coming	音楽が　やってくる
From Russia with love,	ロシアから　愛をこめて
Great lovely waltzes,	とっても　すてきな　ワルツ
Ballerinas as doves,	はとのような　かれいな　バレリーナ
Nutcracker soldiers	くるみわり人形の　へいたいさん
And Snow Queens above,	それに　ゆきの　ようせいたち
Oh, music is coming	すてきな　音楽　やってくる
From Russia with love!	ロシアから　愛をこめて

A VISIT TO CHINA

A visit to China
And pandas named Ming Ling,
A visit to China
They speak like they sing-sing,
And Ming Lings will bring things,
But mostly bamboo,
Bamboo is to pandas
What candy's to you!

中国へ

中国へ　やってきました
パンダの　ミンリンに　あいました
中国へ　やってきました
みんな　うたっているように
中国ごで　おはなしします
ミンリンたちが　もってきたのは
なんと　ささの葉ばっかり！
パンダ君には　ささの葉が
ぼくの　キャンディーと　いっしょだね！

SI, SI, LITTLE NIÑOS

Sí, sí little niños
Your eyes are so round,
Like the flowers so pretty
That grow in your ground.

Sí, sí little niños
Your love is so strong,
Like the backs of your fathers
Who work all year long.

Sí, sí little niños
You're as wise as your kin,
For you sing in the sunshine
And dance in the wind.

おやおや ぼうや

おやおや ぼうや ぼうやたち
なんて まあるい お目々なの
きみたちの おにわに さいている
おはなみたいに きれいだね

おやおや ぼうや ぼうやたち
なんて きみたちの愛は つよいんだろう
一年中 おしごとしている
とうさんの せなかみたいに
つよいんだね

おやおや ぼうや ぼうやたち
なんて おりこうさんでしょう
ひかりの中で うたっているから
かぜの中で おどっているから

PEACE PIPES AND PEARLS	へいわの　パイプ　に　しんじゅだま
Indian, Indian,	インディアン、インディアン
Indian beads!	インディアンの　ビーズ！
I'll give you my buffalo	ビーズを　10こ　くれるなら
For ten of your beads.	ぼくの　バッファロー　あげましょう
They're turquoise, turquoise,	トルコ石、トルコ石
Turquoise beads!	トルコ石の　ビーズ！
I'll give you my buffalo	ビーズを　5つ　くれるなら
For five of your beads.	ぼくの　バッファロー　あげましょう
Wigwams and wampum	ウィグウァムのおうちと　ウァンパムのおかね
Peace pipes and pearls,	へいわの　パイプと　しんじゅだま
Prayer chants and feathers	いのりの　うたと　とりの　はね
Smoke signal curls.	けむりの　のろしが　上がります
BUT ...	でも……
Turquoise, turquoise,	トルコ石、トルコ石
Turquoise beads,	トルコ石の　ビーズ！
I'll give you my buffalo	ビーズを　1つでも　くれるなら
For just ONE of your beads!	ぼくの　バッファロー　あげましょう！

A BEAR WITH NO HAIR

Now a bear with no hair
Is no bear at all,
But the bear that I saw
His hair he had all.

Oh this bear
Whistled ballads
Of Pioneer Jack,
Jack crossed the mountains
But never came back!

Oh, Pioneer Jack,
Old Pioneer Jack,
Sure enough it's a fact
You had better come back!

毛のない　くま

毛のない　くまは
くまじゃない
ぼくの見た　くまは
毛むくじゃら

おやおや　このくま
口ぶえ　ふいて
パイオニア　ジャックの
うた　うたってる……
ジャックは　山をこえていき
二どとは　かえって　こなかった！

パイオニア　ジャック
パイオニア　ジャックよ
それは　ほんとの　ことだけど
きみは　おうちに　かえったほうがいいよ！

FOUR FLEAS THAT FLEW

I made a clown laugh,
Ho! Ho! Hee! Hee!
We made that clown laugh
My Tiggy and me.

We told him the story
Of four fleas that flew,
And while they were flying
They kept crying, "Boo-hoo!"

Their master they'd loved,
He was shaggy and brown,
But one day that dear dog
He was sent downtown.

So they'd lost their home,
Were left all alone.
Then, four fleas that flew
Sobbed louder, "BOO-HOO!!

There is nothing, you know,
We poor fleas could do,
'Cus dog got a bath
And a hot bubble SHAMPOO!!"

とんでいってしまった　４匹ののみ

ぼくは　ピエロを　わらわせた
ホホホ！　ヒヒヒ！
ぼくたち　ピエロを　わらわせた
ぼくと　ティギーと　いっしょにね

おはなししたの　ぼくたちは
４匹の　のみが　とんでいったはなし
のみたち　とんでいきながら
みんな　しくしく　ないていた！

大すきだった　ご主人は
ふさふさ　茶毛の　犬だった
あるひ　だいじな　ご主人は
ダウンタウンに　つれていかれた

のみたち　すみかがなくなった
おいてけぼりに　なっちゃった
４匹の　のみたち　しくしくと
なきなき　とんで　いっちゃった！

どうすることも　できなかった
あわれな　４匹の　のみなのさ
だって　ご主人は
おふろに　入れられて　しまったの
あわ　ブクブクの　あついおふろに！

BUTTERFLY SPREE	ちょうちょの たび
Now we've sailed	海の たびも そろそろ おわり
Through the sea	ちょうちょが ひらひら とぶように
On a butterfly spree,	いろんなものを 見たけれど
Seen what's to see,	じゆうに せかいを 見たけれど
Got our world for free,	三時ちょうどに おうちに ついた
Yet we made it back home	ぼくは 幸せいっぱい
Exactly at three,	ブランコにのりながら
So I'll sing as I swing	今日も うたうよ
Singing, "HI DIDDLY HEE!	“ハイディリー ヒー！
OH, A HI DIDDLY HO,	ハイディリー ホー…
AND A HI DIDDLY HEE,	ハイディリー ヒー
YES, A HI DIDDLY HEE	ハイディリー ヒー
FOR BRAVE TIGGY AND ME!"	つよいティギーと ぼくのため！

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NOTES

Dear Reader,

Comments, corrections &/or critiques are appreciated.

J.

POSTSCRIPT

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